

# The Bulletin of Wellesley College





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# Catalog for 1981-82

## The Bulletin of Wellesley College

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## Volume 71, Number 1

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Wellesley College admits students, without regard to race, color, religion, or national origin, to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. The College does not discriminate, on the basis of race, color, religion or national origin, in administration of its educational policies, admission policies, scholarship and loan programs, athletic and other college-administered programs or in its employment policies.

Wellesley College, as a private, undergraduate educational institution for women, does not discriminate on the basis of sex against its students in the educational programs or activities which it operates, and does not discriminate on the basis of sex in its employment policies, in compliance with the regulations of Title IX of the Education Amendments of 1972, nor does the College discriminate on the basis of handicap in violation of Section 504 of the Rehabilitation Act of 1973.







# The College

A student's years at Wellesley College are the beginning—not the end—of an education. The liberal arts curriculum and the great opportunities on campus encourage investigation of diverse interests and intensive work in a single field. The rewards are freedom from preconceptions, the capacity to synthesize new information, and the ability to make critical judgments. These are lifetime skills essential in pursuing personal goals and in participating effectively in the larger community.

Wellesley offers this education in an environment that takes women seriously as individuals, as scholars, and as leaders.

Although Wellesley is more than 100 years old, it continues to reflect the goals of its founder, Henry Fowle Durant. An impassioned believer in equality for women, Durant saw education as the way women could prepare themselves for "great conflicts" and "vast reforms in social life." Wellesley College reaffirmed these early visions in 1971 when, after seriously considering coeducation, it elected to remain a college for women only.

Throughout the years, Wellesley encouraged women to make unconventional choices. The success of past Wellesley graduates in academics, business, law, and medicine have helped to open the way for the students of today who wish to enter these fields. This commitment to prepare women for a full range of life and career opportunities is an integral part of Wellesley's rigorous and demanding academic program.

High academic standards at Wellesley are combined with considerable flexibility of choice for the individual student. There are opportunities for independent study, individually designed majors, and research.

A primary concern in the Wellesley classroom is the development of analytical skills and clarity of expression; to this end, most instructors emphasize writing papers and reports. The average size of classes ranges from 22 to 25 students. Popular introductory courses that enroll more than 100 students include small discussion or conference sections. Upper-level classes and seminars bring together 15 to 20 students and an instructor to investigate clearly defined areas of concern. A low student-faculty ratio offers an excellent opportunity for qualifying students to undertake individual work with faculty on honors projects and research.

Wellesley's faculty—of which 55 percent are women—bring to the College diverse academic and professional interests. Poets, novelists, artists, musicians, scientists, political and economic analysts, the members of the faculty are scholars dedicated to teaching and to sharing their experience with students. A number live on or near the campus, and they take part in many aspects of College life.

Wellesley's outstanding resources and facilities are administered with the policy that all students, whether majors or nonmajors, will have access to the resources they need to pursue their interests in all departments.

The Margaret Clapp Library has an extensive general collection containing original source material from special collections. In addition to the facilities of the main library, many departments have their own libraries. In the sciences, the new Science Center brings together all the science departments, including mathematics and computer science, in a contemporary setting that fosters interdisciplinary studies.

Wellesley's strength in the sciences dates to the nineteenth century, when the College's physics laboratory was the second such laboratory in the country (the first was at the Massachusetts Institute of Technology). Laboratories in the new Science Center are completely equipped for a wide variety of fields. Other scientific resources at Wellesley include a central library, greenhouses, and an observatory.

Students in the arts find excellent facilities in the Jewett Arts Center which has a teaching museum, libraries, practice rooms, studios, and an auditorium. Each year the Museum has several exhibitions of students' work, and Jewett is also used for students' concerts and recitals.

The Wellesley curriculum is extended through opportunities for cross registration with the Massachusetts Institute of Technology, exchange programs with other colleges, and study abroad.

Wellesley-MIT cross registration allows students to combine the strengths of these two very different institutions. MIT men and women come to Wellesley for such courses as psychology, economics, and art history. Wellesley women travel to MIT for such classes as urban planning, political science, and photography. Buses shuttle hourly along the 12 mile route between the two campuses.

The Twelve College Exchange Program each year brings men and women from other New England colleges to Wellesley for a

semester or a year, and enables Wellesley students to live and study on another campus. An exchange between Wellesley and Spelman College, a distinguished Black liberal arts college for women in Atlanta, Georgia, was inaugurated in 1974-75.

Wellesley also offers opportunities for study abroad through the Slater, Waddell, and Stecher scholarship programs. The Slater program contributes to the cost of attending European institutions for a semester or academic year, and it brings Slater Fellows from abroad to the Wellesley campus. The Waddell program provides funds for study in Caribbean countries or in Africa. The Stecher program enables students to study art abroad either during the academic year or in the summer. Wellesley is a member of the consortium governing a program in Cordoba, Spain (PRESHCO) and is a participating institution in several associations which sponsor programs abroad. The College gives assistance to students making individual arrangements for study in foreign universities, either by direct enrollment or through programs administered by other colleges.

One advantage of women's colleges is the opportunity for women to assume leadership in college organizations and activities. These options frequently are limited for women in coeducational institutions where extracurricular activities can be dominated by male students.

Wellesley students serve on almost all major committees of the Board of Trustees, including the Investment Committee, and on committees of the Academic Council, including the Board of Admission and the Committee on Curriculum and Instruction. Students are voting members of most committees on which they serve. In many academic departments, they are nonvoting members of curriculum and faculty search committees, and they also serve on committees that set policy for residential life and govern Schneider College Center, the focus for much student and community activity on campus.

The Wellesley College Government Association was established in 1918 by student and faculty agreement and is the official organization of all Wellesley students. Through its representative student Senate, appointments to College committees, student organizations, and a variety of programming and policy groups, students are fully involved in all areas affecting student life. College Government officers are elected each spring on a campuswide basis, and Senate representatives are elected in each residence hall and by the Nonresident Association. College Government policy and programming groups are advised by the Dean of Students or

a representative member of her staff.

Students also have numerous outlets for self-expression through involvement in such activities as theatre and musical groups, student publications, and sports.

Each week brings lectures, poetry readings, films, exhibitions, and performances in dance, theatre, and music. Visiting artists and lecturers frequently offer master classes for interested students; receptions and informal dinners provide further occasions for students to talk with distinguished men and women.

While Wellesley encourages the participation of its students in events and activities designed to heighten their awareness of the world around them, a student's inner development and her search for personal and spiritual values are also important parts of a Wellesley education. Over the past few years, there has been an increasing interest in ethical and religious issues and activities. The chaplaincy sponsors special seminars and programs in which students can explore these issues as well as share with one another the celebration of religious holidays. The chaplaincy provides a religious program embracing many faiths and also offers denominational programs for those who wish to participate.

The development of social responsibility and social responsiveness is an integral and continuing part of Wellesley's heritage. Students are encouraged to participate in and contribute to the communities of Boston as well as the Wellesley College community. Their activities range from tutoring with the MIT-Wellesley Upward Bound Program to internships in urban legal studies.

As an individual learns and grows, so, too, does a community. It explores and seeks alternatives and remains open to innovation. The past several years at Wellesley have witnessed marked changes in the curriculum and academic policies as well as in policies governing students' lives on campus. These changes are a continuing process and rest on a foundation of sound academic and social values. They come about through the efforts of individuals who influence and shape the College environment.

In its desire to create the best possible education for women, Wellesley continues to seek solutions to problems faced by both men and women in a changing society. It is looking, too, at its own community, and is trying to make it a better place in which to work, study, and grow. It is exploring new patterns of work, new ways for campus groups to communicate more effectively with one another, and new styles of residential life.

Each student who comes to Wellesley College joins an extended community; the



support and involvement of the alumnae add an important dimension to the College's life. One reason for Wellesley's leadership among colleges and universities is the success of its alumnae who have pioneered in all areas of life. Some have been outstanding scholars and researchers, others have been leaders in science, politics and women's rights, still others have made important contributions to their communities through volunteer work.

Life at Wellesley is influenced by the location of the College. The 500-acre campus—a rural setting on the shores of Lake Waban—is only thirty-five minutes from Metropolitan Boston and its many cultural offerings.

Whatever one's life choice and goal, a Wellesley education provides women with intellectual and personal growth that continues long after the college years.

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## Inquiries & Visits

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Wellesley welcomes inquiries and visits to the College from prospective students, their parents, and other interested individuals. For those who would like more detailed information on many of the programs and opportunities described in this catalog, the College publishes a number of brochures and booklets. These publications, as well as answers to any specific questions, may be obtained by writing to the appropriate office as listed.

For those who would like to visit the College, the administrative offices in Green Hall are open Monday through Friday, 8:30 a.m. to 4:30 p.m., and by appointment on Saturday mornings during term time. Special arrangements for greeting prospective students can also be made during vacation periods. Rooms for alumnae and for parents of students or prospective students are available on the campus in the Wellesley College Club and may be reserved by writing to the club manager.

A prospective student who wishes to arrange an interview with a member of the professional staff of the Board of Admission should make an appointment well in advance.

Student guides provide tours for visitors without previous appointment. Visitors to the College may call the Board of Admission prior to their visit to arrange a mutually convenient time for the tour.

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### **President**

General interests of the College

### **Dean of the College**

Academic policies and programs

### **Dean of Students**

Student life  
Advising, counseling  
Residence  
MIT cross registration  
Exchange programs  
International students  
Study abroad

### **Class Deans**

Individual students

### **Director of Admission**

Admission of students

### **Director of Financial Aid**

Financial aid; student employment;  
fellowships; student loans

### **Bursar**

College fees

### **Registrar**

Transcripts of records

### **Dean of Continuing Education**

Continuing education

### **Director, Office for Careers**

Graduate school; employment;  
general career counseling of  
undergraduates and alumnae

### **Vice President for Financial and Business Affairs**

Business matters

### **Vice President for Planning and Resources**

Gifts and bequests

### **Vice President for College Relations**

Internal and external public affairs

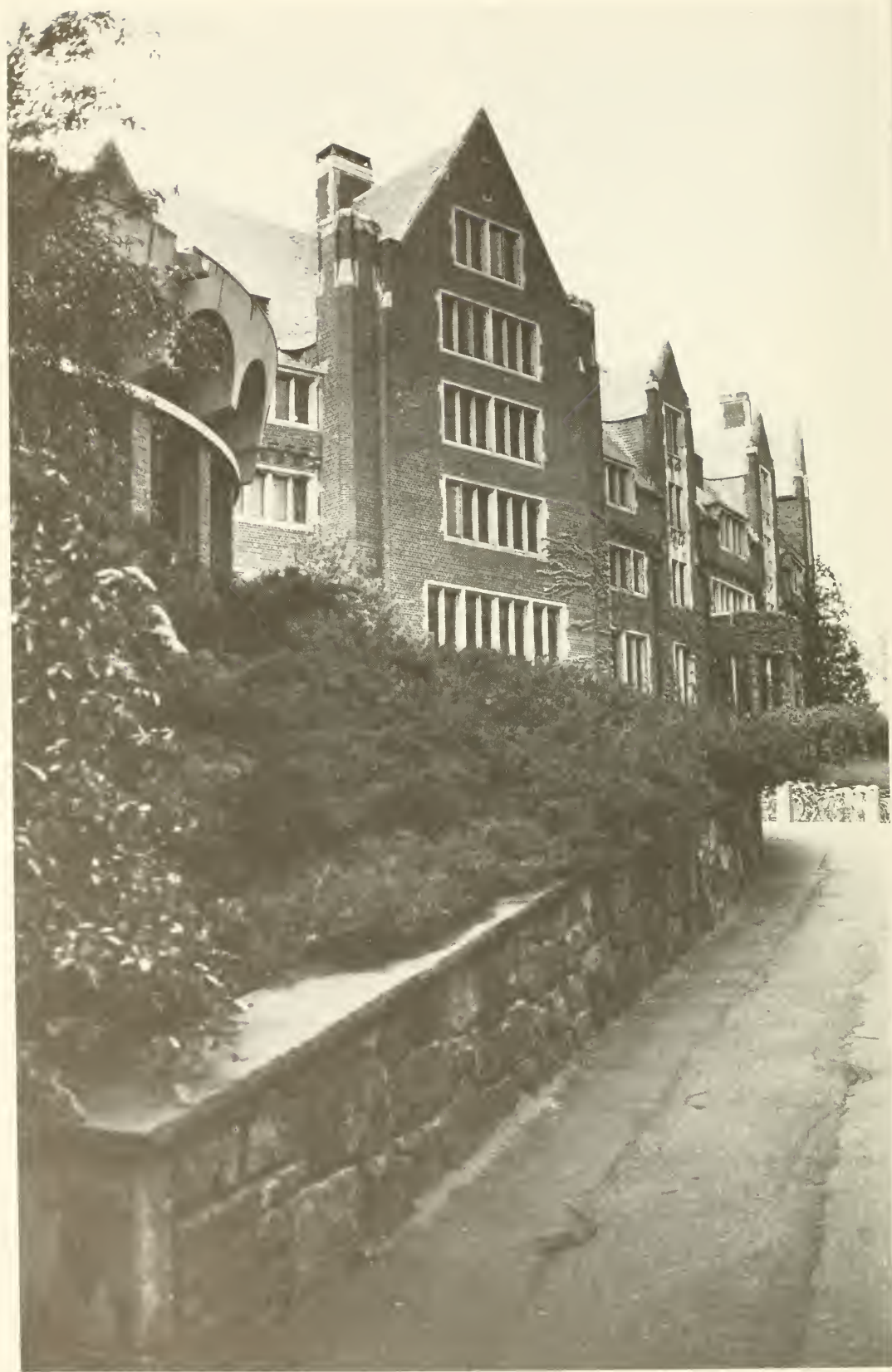
### **Executive Director, Alumnae Association**

Alumnae interests

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### **Address**

Wellesley College  
Wellesley, Massachusetts 02181  
(617) 235-0320





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# The Campus

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Wellesley College has a campus of more than 500 acres bordering on Lake Waban. There are woodlands, hills and meadows, an arboretum, ponds, and miles of footpaths. In this setting are 64 buildings, with architectural styles ranging from Gothic to contemporary. The focal point of the campus is the Galen Stone Tower, named for its donor, which rises 182 feet. From the top one sees not only the whole Wellesley campus, but the outlines of Boston and Cambridge, an exciting area of which Wellesley is very much a part.

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## Facilities and Resources

The broad scope of Wellesley's curriculum is supported by excellent academic facilities, ranging from large lecture halls to study carrels, from tools to create art to equipment for advanced scientific research. Of equal importance to the quality of its academic facilities is the College's policy of making them available to all students; even those facilities outside a student's principal interests will enrich her educational experience.

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### Classrooms

The two primary classroom buildings, Founders Hall and Pendleton Hall, are located in the academic quadrangle. The humanities are taught in Founders and the social sciences in Pendleton East.

### Science Center

The Science Center houses the departments of astronomy, biological sciences, chemistry, geology, mathematics, physics, psychology, and the laboratories of computer science and human performance. In the Center are the teaching and research laboratories: an extensive array of sophisticated facilities and equipment. Special equipment includes two electron microscopes, two NMR spectrometers, and an X-ray diffractometer. There are also environmental rooms, animal quarters, a holograph room and closed circuit TV.

The Science Center also houses the Science Library, comprised of over 66,000 volumes from five separate departmental collections. Group study rooms, carrels, audiovisual and tutorial rooms, copying equipment and microfilm facilities are under the supervision of a trained science librarian.

### Greenhouses

Classrooms in the biological sciences department open directly into the Margaret C. Ferguson Greenhouses, named after a former Wellesley professor of botany. The climate in the greenhouses ranges from temperate to tropic with many excellent examples of trees and flowers which flourish in the respective temperatures. There is considerable space for experiments by faculty and students. The greenhouses are open to the public throughout the year.

### Observatory

The Whitin Observatory contains laboratories, classrooms, darkroom, and the library of the astronomy department. Its research equipment includes a 6-inch, a 12-inch, and a 24-inch telescope. The observatory was a gift of Mrs. John C. Whitin, a former trustee of the College. It was built in 1900, enlarged in 1962 and 1966, and is considered to be an unusually fine facility for undergraduate training in astronomy.

### Computer Facilities

Many courses and research projects at Wellesley involve the use of a computer. The College has its own DEC-20 computer with access on a time-sharing basis to other computers in New England. It is housed in the Henry David Tishman Computer Laboratory. Computer terminals are located in the Public Terminal Room of the Margaret Clapp Library, in the Science Center, and at various locations in academic buildings.

### Arts Center

The Jewett Arts Center, completed in 1958 consists of the Mary Cooper Jewett art wing and the Margaret Weyerhaeuser Jewett music and drama wing. Linking the two buildings is the Wellesley College Museum.

The Museum is open to the general public. It includes a fine collection of classical, medieval and renaissance sculpture, old master paintings, prints and drawings, and twentieth century art. In addition to the permanent collection, many loan exhibitions are presented throughout the academic year.

The art wing contains photography darkrooms, classrooms, an extensive library, and offices of the art department and museum. The music and drama wing contains the music library, listening rooms, practice studios, and classrooms and offices of the music department. A collection of musical instruments of various periods is available to students.

The Jewett Auditorium, a theatre seating 320 persons, was designed for chamber music performances, and is also used for special events. In addition, there are rehearsal rooms and other theatre facilities.

Pendleton West, part of the Arts Center, contains laboratories, studios, a sculpture foundry, an extension of the Music Library, the choir rehearsal room, and a concert salon.

### **Margaret Clapp Library**

The third enlargement and complete remodeling of the Margaret Clapp Library was finished in 1975. At the center of the modern and functional building is the reference room which distinguished the original building erected in 1910.

The library's holdings contain more than 600,000 volumes and an important collection of public documents. Subscriptions to periodicals number over 2,600. Interlibrary loans through the Boston Consortium of Academic and Research Libraries augment the College's own collections.

The Special Collections include letters, manuscripts, and rare books and the Archives contain materials documenting the history of Wellesley. The language laboratory and a listening room for the collection of spoken and dramatic recordings are in the library. A lecture room is available for meetings.

### **Child Study Center**

The Child Study Center in the Anne L. Page Memorial Building is a pre-school and laboratory which serves the College and the neighboring community. Under the direction of the Psychology Department, students and faculty from any discipline can study, observe, conduct approved research, volunteer or assistant teach in classes with children ages 2 to 5. In addition to the observation and testing booths at the Center, there is a Developmental Laboratory at the Science Center; modern equipment is available at both locations.

### **Physical Education Facilities**

Classes for all indoor sports and dance are conducted in Mary Hemerway Hall and in the nearby Recreation Building. The latter has

game rooms, badminton and squash courts, a swimming pool, a practice dance studio, basketball backboards, volleyball courts, and an athletic training facility. Outdoor water sports center around the boathouse where the canoes, sailboats, and crew shells are kept. Wellesley also maintains a 9-hole golf course, 24 tennis courts, hockey, soccer and lacrosse fields, a ski slope, and a swimming beach.

### **Alumnae Hall**

The largest auditorium on the campus, seating 1,500 people, is in Alumnae Hall. The Hall also has a large ballroom and houses the Wellesley College Theatre and the College radio station, WZLY. Visiting lecturers, concert artists, and professional theatre groups often appear there. The building was erected in 1923 and is the gift of Wellesley alumnae.

### **Chapel**

The Houghton Memorial Chapel was presented to Wellesley in 1897 by the son and daughter of William S. Houghton, a former trustee of the College. The chapel's stained glass windows commemorate the founders and others, while a tablet by Daniel Chester French honors Alice Freeman Palmer, Wellesley's second president. The chapel, which seats 1,000 people, is a setting for lectures and community meetings as well as religious services.

### **Schneider College Center**

The center for extracurricular life at the College is Schneider College Center. Its facilities provide lounge areas, a snack bar, meeting rooms, offices for student organizations, and a coffee house. It also contains the offices of the Center Director, the Director of Residence, and the Chaplain.

Harambee House and Slater International Center are complementary adjuncts to Schneider.

### **Harambee House**

Harambee House is the cultural and social center for the Black community at Wellesley. Diverse program offerings, which highlight various aspects of Black culture, are open to the College community. Harambee has a growing library of the history and culture of African and Afro-American peoples and boasts a record library (classical-jazz by Black artists), which is housed in the Jewett Music Library. The House also contains offices for the staff, Ethos (the Black student organization), and Brown Sister (a literary magazine), as well as rooms for seminars, meetings, and social gatherings.



### **Slater International Center**

Slater International Center is an informal meeting place for foreign and American students and faculty. The Center serves campus organizations that have an interest in international affairs and helps to sponsor seminars and speakers on international topics. Located in the Center is the Foreign Students Office which handles immigration and gives other counseling to students from abroad. Slater Center is the headquarters for the Slater International Association, providing a place where foreign students may study, cook, entertain, and get to know each other better. The Executive Committee, composed of students and the Foreign Student Advisor, shares the responsibility for the policies and programs of the Center.

### **La Casa**

La Casa serves as the center for Alianza, the organization for Puerto Rican, Chicana, and American Indian students. Located in La Casa are a kitchen, offices, and a common room with a library and record collection.

### **Beit Shalom**

Beit Shalom, the religious, cultural, and social center for the Wellesley Jewish community, houses study rooms and kosher kitchen facilities as well as a dining room for Sabbath dinners. The College does not provide kosher meals as part of a meal plan.

### **Society Houses**

There are three society houses for special interest groups. Each house has kitchen and dining facilities, a living room, and other gathering rooms. Members are drawn from all four classes, beginning with second semester freshmen. Shakespeare House is a center for students interested in Shakespearean drama; Tau Zeta Epsilon House is oriented around art and music; and Zeta Alpha House provides a setting for students with an interest in modern drama.

### **Green Hall**

The offices of the president, the board of admission, the deans, and all administrative offices directly affecting the academic and business management of the College are located in Green Hall. The building has large rooms for Academic Council and trustee meetings, class and seminar rooms, and some faculty offices. Named for Hetty R. Green, the building was erected in 1931.

### **Infirmary**

Simpson Infirmary is a licensed hospital, approved by the American Hospital Association, with an outpatient clinic built in 1942. It is connected to the original infirmary which was built in 1881.

### **President's House**

The President's House, formerly the country estate of Wellesley's founders, Mr. and Mrs. Henry Fowle Durant, is located on a hill just south of the main campus. The spacious lawns border Lake Waban. Remodeled and renovated in 1968, it is frequently the scene of alumnae and trustee gatherings as well as receptions for distinguished visitors, for entering students, and for graduating seniors and their parents.

### **Wellesley College Club**

The Wellesley College Club is a center for faculty, staff, and alumnae. Its reception and dining rooms are open to members, their guests, and parents of students for lunch and dinner and are also used for many special occasions. Overnight accommodations are also available for alumnae and for parents of students and prospective students.

### **Wellesley College Center for Research on Women**

The Center for Research on Women was established in the summer of 1974 by a grant from the Carnegie Corporation and is currently supported by the Ford Foundation, Time, Inc., and a variety of private foundations, government agencies, corporations, and individuals. The Center conducts policy-oriented studies of women's educational, work, and family needs and examines paid and unpaid work in the context of increasing life choices for both men and women.





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# Student Life

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Intellectual growth is only part of the realization of one's talents and abilities. Wellesley College offers many opportunities for a student to develop self-confidence, leadership skills, and a sense of social responsibility through participation in student organizations and college governance.

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Many student groups reflect ethnic, social, political, and religious interests. Some of these organizations are Alianza, an association of Chicana, American Indian, and Puerto Rican students; Ethos, an organization of Black students; the Asian Association, composed of Asian and Asian-American students; the Women's Alliance, a group interested in feminist issues; and the Nonresident Council. Religious groups such as the Newman Club, the Wellesley Christian Fellowship, Hillel, the Black Christian Fellowship, Canterbury Club, and Christian Scientists offer many programs throughout the year.

Students are also responsible for a number of publications, among them *Wellesley News*, the weekly student newspaper; *Legenda*, the College yearbook; *Brown Sister*, a student publication for and about Third World women; *New Voice*, a biannual publication devoted to social and political issues; *WRagtime* and the *Galen Stone Review*, literary publications. WZLY, the campus radio station, is operated by an all-student staff.

Sports are a significant part of life at Wellesley. There are ten intercollegiate teams, and numerous opportunities for competition in the intramural program. Other students pursue physical education just for fun, or to stay in shape. Interests range from yoga and fencing to dance and scuba diving. The College has good facilities and Lake Waban, on the campus, is used for water sports and ice skating.

The arts have always been a highly visible part of the Wellesley experience. The College Choir, the Madrigals, the Tupelos, the Collegium Musicum, the Chamber Music Society, the Chapel Choir, the Ethos Choir, the Carillonners Guild, and the MIT Orchestra all offer experiences for students with interests in music. Those inclined toward the theatre can choose among the Wellesley College Theatre, the Experimental Theatre, the Shakespeare Society, and the Wellesley College Black Repertory Total Theatrical Experience.

Life at Wellesley also includes a number of traditional social events. Fall Weekend, Sophomore Parents' Weekend, Spring Weekend, and International Week are supplemented by frequent informal parties.

Schneider Center, which also has a coffee house, conference rooms, and a student-run store, is the location for much community activity. Supplementing the facilities and resources of Schneider are Slater International Center, which is the frequent setting for international events and celebrations, and Harambee House, the social and cultural center of the Black community at Wellesley. Throughout the year, Harambee sponsors such events as lectures and dance performances, many in conjunction with the Black Studies department. Beit Shalom is the center for the Wellesley Jewish students and La Casa is the center for members of Alianza.

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## Student Residence and Resources

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Although some students live off campus, most live in one of Wellesley's seventeen residence halls. As a largely residential community—and for nonresident students as well—the College provides the counseling, religious, and health services necessary to ensure the spiritual and medical health of the population.

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### Residence Halls

The residence halls are the focus of much campus life. Each has a character of its own. Much of the informal learning at Wellesley takes place in spontaneous discussions and debates in the residence halls. The diversity of Wellesley's students, who bring to the College

differing life styles and cultural backgrounds, contributes much to this process.

The residence hall system at Wellesley is designed to foster a sense of community, with most of the routine administration and program planning left to the individuals who

live within the community. Within this principle of student self-government, the halls offer many opportunities for residents to assume leadership positions.

The residence experience is also likely to include lectures, faculty, staff and alumnae Guests in Residence, group discussions, dinners with faculty members, and parties. One tradition, initiated in the early years of the College, is Wednesday Tea—an informal occasion which continues to attract many students.

Members of all four classes live in most of the halls. Each residence hall also has a professional Head of House, with the exception of Stone, Davis, Simpson, Homestead, Crawford, Freeman, and Pomeroy, which are staffed by students. The Heads of House and the student staff House Presidents serve as advisors and counselors to individuals and groups in the residence halls and as a liaison to the College community. A student Resident Advisor is situated on each floor and provides assistance to floor residents.

Students in the larger residence halls elect a House Council which administers the day-to-day details of living. The Vice President of Programming and her committee in each hall plan a variety of social, cultural, and educational events throughout the year. Each residence also elects representatives to the Senate, and these students consult with members of the residence hall on campus-wide issues and convey opinions of their constituencies to the student government.

A residential policy committee reviews many aspects of residential life and is developing ways to involve students in all areas of residential policy making. The Residence Office has been working to strengthen the involvement of faculty, staff, and alumnae in residence hall life.

Most of the residence halls contain single rooms, double rooms, and some suites. Incoming freshmen are placed in double rooms. The cost of all rooms is the same, regardless of whether they are shared, and students are required to sign a residence contract. Each hall has a spacious living room, smaller common rooms, and a study room. All but five have dining facilities, and in the remaining halls, facilities are open on a five-day or seven-day basis. There are limited kitchenette facilities in the halls for preparing snacks or for use when entertaining. Each building is equipped with coin-operated washers and dryers.

The College supplies a bed, desk, chair, lamp, bookcase, and bureau for each resident student. Students may rent linen or supply their own. Students supply blankets, quilts, and their own curtains, pictures, rugs, and

posters. They clean their own rooms and contribute two or three hours a week answering the telephones and doing other miscellaneous jobs which are scheduled by the student heads of work.

Seventeen residence halls are grouped in three areas of the campus: Bates, Freeman, McAfee, Simpson, Dower, Homestead, Stone, and Davis are near the Route 16 entrance to the campus; Tower Court, Severance, Crawford House, and Claflin are situated off College Road in the Center of the campus; and Shafer, Pomeroy, Cazenove, Beebe, and Munger are located by the Route 135 entrance to the College.

The residence halls vary in size. Most house between 115 and 140 students, while one hall houses approximately 250 students. Three halls house less than 25 students.

## Counseling and Advising Resources

The offices of the Dean of Students offer a wide range of counseling and advising services for individuals and groups of students.

Counseling is readily available. Many students feel the need to talk with someone other than friends and roommates about personal matters during their college careers, whether their concerns are large or small, affecting their daily life, or a part of sorting out their sense of purpose or direction. Students are encouraged to utilize the Counseling Services.

The staff of the Stone Center for Developmental Services and Studies, the College counseling service, provides short-term counseling and psychotherapy. On the staff are professionals who have an interest in individual and group counseling and in preventive mental health. They are trained in a variety of fields including psychiatry, psychology, and psychiatric social work. Long-term psychotherapy is not provided at the College, but the resources for such treatment are readily available in the Greater Boston area. The counseling service can help students locate appropriate long-term therapists. *Complete professional confidentiality is maintained at all times.*

Members of the staff of the Dean of Students are available to discuss personal and academic concerns with students. They include the Residence Office staff, Heads of House and student staff in residence halls, the Nonresident Advisor, the student activities staff in Schneider College Center, Harambee House, Slater International Center, and the Chaplain and religious groups advisors.

## Religious Resources

Wellesley seeks to respond sensitively to a variety of religious traditions. The College

encourages independent religious involvement on the part of its students.

The College chaplaincy offers diverse religious, personal growth, and social action programs as well as service opportunities. The Chaplain and other members of the chaplaincy staff are regularly available for religious and personal counseling.

The Chaplain also officiates at regular Sunday morning worship, an ecumenically oriented Protestant service in Houghton Memorial Chapel with guest preachers invited during the year. Attendance at all worship services is voluntary.

Catholic masses are offered on campus on Sundays and Thursdays, as well as a number of other programs sponsored by the Newman Catholic Ministry. Jewish students will find a varied schedule, including High Holiday services and a koshered kitchen. Many activities are also sponsored by other religious groups on campus.

Students may also major in religion or take elective courses in the field.

### College Health Service

The services of the College physicians, counselors, and nurses are available at Simpson Infirmary which includes a licensed hospital and an outpatient clinic. Regular full-time students and part-time Continuing Education students who carry three or more courses are eligible for care. There is no health fee. Appropriate charges are made for

inpatient care (medical, surgical, or psychiatric). These services are usually covered by insurance. There are no charges for outpatient treatment except laboratory studies, elective examinations or procedures, immunizations and treatment of pre-existing or ongoing conditions. A College-sponsored student insurance plan is available. Boston has long been one of the major medical centers in the country, and consultation with specialists in all medical fields is easily available.

Besides the usual care given by College Health Services, members of the staff establish programs to expand the use of the health services and arrange special programs in response to student interests.

The confidentiality of the doctor-patient relationship is carefully preserved. *College medical personnel will not share any medical information concerning a student with any College authorities, or with the parents of students, without the written consent of the student.* It may be necessary to disclose minimal information to insurance companies for verification of medical claims. Students are required to enroll in the College Student Health Insurance Plan unless they have equivalent coverage.

Parents are requested to sign a statement authorizing the College to proceed with appropriate treatment in the case of serious illness or emergency in the event they cannot be reached by telephone.

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## Student Government

Throughout its history the College has based its policies regarding student life upon the concepts of personal integrity, respect for individual rights, and student self-government. The rules and procedures governing student life reflect these concepts, and are designed chiefly to ensure the privacy and safety of individuals. Legislation concerning all aspects of Wellesley community life is contained in the *Articles of Government*, copies of which are available to all students.

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### Honor Code

Inherent in Wellesley's system of democratic government, and its accompanying law, is the honor code. As the vital foundation of government, the honor code rests on the assumption that individual integrity is of fundamental value to each member of the community. Within the philosophy of self-government, the personal honor and responsibility of each individual as he or she approaches both the regulated and nonregulated areas of academic, social, and residence hall life in the Wellesley community are of central importance.

The honor code covers all duly adopted rules of the College for the government of academic work, for the use of college resources and for the special conduct of its members. Each student—degree candidate, exchange student, and special student—is bound by all the rules.

Each student is expected to live up to the honor code, as a member of the student body of Wellesley College both on and off the campus. She should also remember that she is subject to federal, state, and local laws which are beyond the jurisdiction of Wellesley College.



The honor code can work only with full support among all members of the College community. In addition to upholding the regulations and spirit of the honor code personally, both students and faculty are responsible for the survival and success of the system as a whole. This includes guarding against and, if necessary, reporting any inadvertent or intentional abuses of the honor code by any member of the community.

### College Government

Most of the legislation and regulations guiding student life is enacted and administered by the student College Government, of which all students are members. Responsibilities delegated by the Board of Trustees to the College Government include governance of all student organizations, appointment of students to College committees, allocation of student activities monies, and administration of the Honor Code and judicial process. Many of these responsibilities are assumed by Senate, the elected legislative body of College Government, which also provides the official representative voice of the student body.

Serious violations of the Honor Code are adjudicated through the student Judicial System. Three separate branches of the Judicial System address infractions of residence hall violations, violations of academic principles, and the appeal process.

### Confidentiality of Student Records

Maintenance of the confidentiality of individual student educational records has been and continues to be important at Wellesley, as is a concern for the accuracy of each record. Under the provisions of the federal Family Educational Rights and Privacy Act of 1974, every Wellesley student is assured the right to inspect and review all college records, files, and data directly related to her, with certain exceptions such as medical and psychiatric records, confidential recommendations submitted before January 1, 1975, records to which the student has waived her right of access, and financial records of the student's parents. The student may also seek a correction or deletion where a record is felt to be inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. The Privacy Act also protects the privacy of personally identifiable information maintained in student records by prohibiting the release of such information (other than those facts defined below as "Directory Information") without the written consent of the student, except to persons such as officials or teachers within the College who have a legitimate educational interest in seeing the information, officials of other institutions in which the student seeks to

enroll, the student's parents if the student is a dependent for tax purposes, and certain other persons and organizations.

The final regulations for the Act make clear that, in the case of students who are dependents of their parents for Internal Revenue Service purposes, information from the education records of the student may be disclosed to the parents without the student's prior consent. It is the policy of the College to notify both the student and her parents in writing of academic warnings, probationary status, and dismissal. It will be assumed that every student is a dependent of her parents, as defined by the Internal Revenue Code, unless notification to the contrary with supporting evidence satisfactory to the College is filed in writing with the Registrar by October 1 of each academic year. In communications with parents concerning other matters, it is normally College policy to respect the privacy of the student and not to disclose information from student education records without the prior consent of the student.

Copies of the Privacy Act, the regulations therein and the "Wellesley College Guidelines on Student Records" are available on request from the Office of the Dean of Students. Students wishing to inspect a record should apply directly to the office involved. Complaints concerning alleged noncompliance by the College with the Privacy Act, which are not satisfactorily resolved by the College itself, may be addressed in writing to the Family Educational Rights and Privacy Act Office, Department of Education, 550 Independence Avenue, S.W., Washington, D.C. 20201.

### Directory Information

The Privacy Act gives to Wellesley the right to make public at its discretion, without prior authorization from the individual student, the following personally identifiable information: name; class year; home address and telephone number; college address and telephone number; major field; date and place of birth; dates of attendance at Wellesley College; degrees, honors and awards received; weight and height of student athletes; participation in officially recognized sports and activities; previous educational institution most recently attended.

The Privacy Act also allows individual students to place limitations on the release of any of the above information. A student who wishes to do this must file a special form with the Registrar, Green Hall, each year by July 1 for the following academic year.

In practice, College policies discourage the indiscriminate release of any information about individual students. College directories and lists are for use within the College community itself.

# Career Services

The Office for Careers provides a complete range of services, and students are encouraged to maintain contact with the Office throughout their careers at Wellesley.

All services are available to alumnae.

The Resource Center, open Monday through Friday, 10:00 a.m. to 4:30 p.m., houses information on specific professions and career options, graduate and professional study, entrance examination requirements, and opportunities for work and study abroad.

The Office maintains a file of alumnae who are willing to talk to students about their graduate study and/or career experience. The Office also sponsors a wide variety of programs that bring alumnae back to the campus to discuss their personal and professional working lives.

## Counseling

Individual appointments for advice and discussion of career goals are arranged through the Office for Careers. Many students who are unsure of their future plans find that the counselors aid them in establishing broad goals. The first appointment is often spent in establishing a relationship between student and counselor so that the advice and assistance may be tailored to the individual. "Drop in" hours are held four afternoons and five mornings a week on a first come, first served basis for students who wish to share news or ask brief questions.

Group counseling sessions are held to explore areas of common concern about either broad career related topics or specific occupations. Group workshops on such topics as career goal setting, resume writing and interviewing are available, and they take a variety of forms from simple discussion to role playing and group critique. A vocational interest inventory is available to all students.

## Recruiting

The Office for Careers arranges interviews with recruiters from over 50 companies. Students are notified of impending visits by postings in the Office, in the *Weekly Bulletin* and in the *Career Planning News*, and are advised to consult with a career counselor prior to the interview.

## Job Notices

Job notebooks are maintained by the Office staff and are open to all students and alumnae. Notices of job openings are filed in these notebooks as they are received by the Office. A job bulletin Newsletter is sent to alumnae upon request.

## Graduate Schools

Students seeking information on the academic programs at specific graduate and professional schools should speak with their academic advisors and members of the faculty as well as career counselors. The Office for Careers provides complete

assistance and materials for application to graduate school, including graduate school and professional school examinations, copies of recommendations solicited by the students but maintained on file at the Office, and advice on completing graduate school applications.

## Internships

The Office for Careers is the center for information concerning all internships and can direct students to the appropriate faculty members for those programs administered by college academic departments. All internships require early application and considerable planning; students interested in internships should consult a counselor well in advance.

## Scholarships and Fellowships

The Office for Careers provides information and assistance on a wide variety of scholarships and fellowships, some for very specific institutions or fields of interest, and others with more general application. A full listing and description of scholarships and fellowships is maintained in the Resource Center.

## Recommendations

All students are encouraged to build a reference file; all references will be forwarded to schools and employers upon request. In addition to recommendations from faculty, students should consider obtaining references from summer employers, from responsible individuals with whom the student has worked on internships or special programs, and from faculty members at schools she attends on exchange programs. The Office provides standard recommendation forms acceptable to graduate schools and employers unless forms are provided in application materials.





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# Admission

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The Board of Admission chooses students who will benefit from and contribute to the type of education offered at Wellesley and be able to meet the standards for graduation from the College. Consideration is given to creativity and high motivation as well as strong academic potential.

The Board of Admission considers each application on its merits and does not discriminate on the basis of race, religion, color, creed, or national origin. In accordance with its desire to maintain diversity in its student body, Wellesley College encourages applications from qualified students who come from a wide variety of cultural, economic, and ethnic backgrounds.

The Board of Admission at Wellesley is composed of representatives of the faculty, the administration, and the students. In selecting the candidates who will comprise the student body, the Board of Admission considers a number of factors: high school records, rank in class, scholastic aptitude and achievement test scores, letters of recommendation from teachers and principals, the student's own statements about herself and her activities, and the interview reports of the staff or alumnae. The Board of Admission values evidence of unusual talent and involvement in all areas of academic and social concern.

Each application is evaluated with care. The admission decision is never made on the basis of a single factor. For instance, the Board recognizes that standardized tests do not measure motivation or creativity and that scores may be influenced by the student's experience with timed examinations. Each part of the application, however, contributes to a well rounded appraisal of a student's strengths and is useful in attempting to predict whether Wellesley would be the right place for her to continue her education.

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## Criteria for Admission

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### General Requirements for Freshman Applicants

Wellesley College does not require a fixed plan of secondary school courses as preparation for its program of studies. However, entering students normally have completed four years of strong college preparatory studies in secondary school. Adequate preparation includes training in clear and coherent writing and in interpreting literature, training in the principles of mathematics (usually a minimum of three years), competence in at least one foreign language, ancient or modern (usually achieved through three or four years of study), and experience in at least one laboratory science and in history.

Students planning to concentrate in mathematics, in premedical studies, or in the natural sciences are urged to elect additional courses in mathematics and science in secondary school. Students planning to concentrate in language or literature are urged to study a modern foreign language and Latin or Greek before they enter college.

There are often exceptions to the preparation suggested here, and the Board will consider an applicant whose educational background varies from this general description.

### The Application

Application forms may be obtained from the Board of Admission. A nonrefundable fee of \$25 must accompany the formal application. If the application fee imposes a burden on the family's finances, a letter from the applicant's guidance counselor requesting a fee waiver should be sent to the Director of Admission with the application for admission.

### The Interview

A personal interview is required of each applicant. If it is not possible for a candidate to come to the College for an interview, she should write to the Board of Admission for the name of an alumna interviewer in the candidate's local area. A high school junior just beginning to think about colleges may arrange for an informal conversation with an alumna or member of the Board. The Board of Admission is closed for interviews from February 15 to April 1; however, tours will still be given by student guides during this time.

### Campus Visit

Students who are seriously considering Wellesley will have a better understanding of student life at Wellesley if they can arrange to spend a day on campus. Candidates are welcome to attend classes, eat in the

residence halls, and talk informally with Wellesley students. Prospective students who plan to spend some time exploring the College are urged to notify the Board of Admission in advance so that tours, interviews, meals, and attendance at classes can be arranged before arrival on campus. Overnights in the residence halls can also be arranged for high school seniors.

College Entrance Examination Board Tests

The Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board (CEEB) are required of all applicants for admission. One Achievement Test must be the English Composition or English Composition with Essay Test.

Each applicant is responsible for arranging to take the tests and for requesting CEEB to send to Wellesley College the results of all tests taken. CEEB sends its publications and the registration forms necessary to apply for the tests to all American secondary schools and many centers abroad. The applicant may obtain the registration form at school, or may obtain it by writing directly to CEEB, Box 692, Princeton, New Jersey 08540; or in western United States, western Canada, Australia, Mexico, or the Pacific Islands, to CEEB, Box 1025, Berkeley, California 94701.

It is necessary to register with CEEB approximately six weeks before the test dates; however, limited walk-in registration may be available at some test centers.

Either the SAT or three Achievement Tests may be taken on any of the following dates, but it is not possible to take both the SAT and the Achievement Tests on the same day, so students must select and register for two different test dates. The latest test date from which scores can be used for admission in September, 1982 is January 23, 1982.

The CEEB Code Number for Wellesley College is 3957.

Dates of CEEB Tests

- \*November 7, 1981
- December 5, 1981
- \*January 23, 1982
- \*March 27, 1982 (SAT only)
- May 1, 1982
- June 5, 1982

\*Not held in New York.

In addition, on October 10, 1981 the SAT only is offered in California, Florida, Georgia, New York, North Carolina and Texas. The English Composition Test-with-essay is offered only on the December 5, 1981 test date.

Summary of Students, 1980-81

	Resident	Non-resident	Class Totals	Totals
Candidates for the B.A. degree				2,096
Seniors	473	56	529	
Juniors	379	27	406	
Sophomores	507	8	515	
Freshmen	516	4	520	
Continuing Education Students		126	126	
Nondegree Candidates	23	1		24
Special Students		48		48
Total Registration	September 1980			2,168

# Admission Plans

Students may apply to Wellesley under several admission plans. Most applicants use the Regular Decision or Early Evaluation plans, but for students with special considerations or with particularly strong high school records there are plans for early decision and early admission. Each plan has specific guidelines and deadlines.

## Regular Decision

A candidate who uses the regular plan of admission must file an application by February 1 of the year for which she is applying. Applicants will be notified of the Board of Admission's decisions in mid-April. Applicants for regular admission may take Scholastic Aptitude Tests and Achievement Tests any time through January of the senior year. It is preferred, however, that students take these tests before the January test date to insure that scores will arrive well before the Board of Admission begins to review records. Results of tests taken after January arrive too late for consideration by the Board of Admission.

## Early Decision

This plan is intended for those students with strong high school records who have selected Wellesley as their first choice college by the fall of the senior year. Candidates under this plan may initiate applications at other colleges, but they agree to make only one Early Decision application, and if admitted under Early Decision, they must then withdraw all other applications.

Candidates who wish Early Decision must submit Part I of the application by November 1 and indicate that they want to be considered under the Early Decision Plan. Although CEEB tests taken through the November 7, 1981 test date may be used, it is preferred that students complete the appropriate tests by the end of the junior year. All supporting credentials and an interview must be completed by November 15. Decisions on admission and financial aid will be mailed no later than mid-December.

## Early Evaluation

Candidates whose credentials are complete by January 1, and **who request it** by checking the appropriate box of the application form, will receive an Early Evaluation of their chances of admission. These evaluations will be sent by the end of February. Candidates will receive the final decision from the Board of Admission in mid-April.

## Early Admission

The College considers applications from candidates who plan to complete only three years of high school and who have demonstrated academic strength and personal and social maturity. These candidates are considered for admission along with other applicants for the Regular Decision Plan. They are requested to identify themselves as early Admission applicants in their correspondence with the Board of Admission. It is preferable that these candidates have their interviews at the College if distance permits. Early Admission candidates are not eligible for Early Decision or Early Evaluation. In all other respects they follow the regular procedures for the Regular Decision Plan.

## Deferred Entrance

Application for admission is made for a stated year; however, it is possible to change the intended date of entrance if a written request is sent before the Board of Admission takes formal action on the application. Students who complete their applications and are admitted and who then wish to defer entrance to the freshman class for one year should accept the offer of admission by May 1, and at the same time request a year's deferral. Students who attend another American college full-time during the year between high school and their entrance to Wellesley are not considered deferred students, but must reapply for entrance as transfers. Ordinarily, transfer students may not defer entrance to the following semester or year.

## United States Citizens Living Abroad

For U.S. citizens living in other countries the entrance requirements and procedures for making application are the same as for applicants within the United States. U.S. citizens who have been educated exclusively in foreign school systems follow the same application procedures as foreign students.



# Foreign and Transfer Students

Through the years Wellesley has sought and benefited from a large body of foreign students on campus. The College also seeks highly qualified transfer students who believe that Wellesley's special opportunities will help them to achieve specific goals. For foreign and transfer students there are some additional and different application procedures and deadlines.

## Foreign Students

The College welcomes applications from citizens of other countries who have excellent secondary school records and are completing the university entrance requirements of their own countries. It is possible to receive advance credit toward the Wellesley degree through successful results in national matriculation examinations. Foreign students must apply by January 15 of the year in which the student plans to enter the College. Admission is for September entrance only. There is no application fee for foreign students living outside of the United States. Foreign students cannot apply under Early Decision, Early Evaluation, or Early Admission. Specific instructions for foreign students wishing to apply to Wellesley are contained in the brochure, *Information for Foreign Students*, which may be obtained by writing to the Board of Admission. Letters of inquiry should include the student's age, country of citizenship, present school, and academic level.

## Admission of Transfer Students

Wellesley College accepts transfer students from accredited four and two year colleges. They must offer an excellent academic record at the college level and strong recommendations from their deans and instructors. Scholastic Aptitude Tests are required of Transfer applicants. Incoming sophomores and juniors are eligible to apply for entrance in either the first or second semester. Transfers in the middle of the freshman year are discouraged. Students wishing to transfer into Wellesley should make application by February 1 for entrance in the fall semester, and before November 15 for entrance in the spring semester, on forms which may be obtained from the Board of Admission. Notification is in mid-April and late December, respectively. The preliminary application forms should be returned with a nonrefundable registration fee of \$25, or a fee waiver request authorized by a financial aid officer or college dean; the rest of the application forms will be sent upon receipt of these items.

The College will accept for credit only those courses which are comparable to courses offered in the liberal arts curriculum at Wellesley. Candidates accepted for transfer will be given a tentative evaluation of their credit status at the time of admission. Transfer credit for studies completed in foreign countries will be granted only when the Registrar has given specific approval of the courses elected and the institutions granting the credit.

To receive a Wellesley degree, a transfer student must complete a minimum of 16 units of work and two academic years at the College. A Wellesley unit is equivalent to four semester hours and some transfer students may need to carry more than the usual four courses per semester in order to complete their degree requirements within four years. Wellesley College has no summer school and courses done independently during the summer may not be counted toward the 16 units required. Incoming juniors, in particular, should be aware that Wellesley requires evidence of proficiency in one foreign language before the beginning of the senior year. In addition, all transfer students should note Wellesley's course distribution requirements which must be fulfilled for graduation. These requirements are described on p. 31 of this catalog.

Incoming junior transfer students may not take part in the Twelve College Exchange Program or Junior Year Abroad. All transfer students may elect to take courses through the cross registration program with MIT after they have completed one semester of study at Wellesley. Candidates who have interrupted their education for more than five years and/or who are older than 25 years of age may wish to consult the Office of Continuing Education.

## Geographic Distribution of Students in 1980-81

### Students from the United States and Outlying Areas

Alabama	6
Alaska	1
Arizona	13
Arkansas	1
California	104
Colorado	12
Connecticut	126
Delaware	9
District of Columbia	16
Florida	47
Georgia	17
Hawaii	13
Idaho	1
Illinois	58
Indiana	10
Iowa	5
Kansas	9
Kentucky	15
Louisiana	10
Maine	23
Maryland	82
Massachusetts	580
Michigan	27
Minnesota	22
Missouri	13
Montana	4
Nebraska	2
Nevada	4
New Hampshire	24
New Jersey	137
New Mexico	5
New York	286
North Carolina	18
Ohio	52
Oklahoma	4
Oregon	6
Pennsylvania	83
Rhode Island	10
South Carolina	5
South Dakota	1
Tennessee	8
Texas	44
Utah	1
Vermont	14
Virginia	43
Washington	18
West Virginia	6
Wisconsin	8
Wyoming	4
Puerto Rico	14
Total	2,021

### Students from Other Countries

	Foreign Citizens	U.S. Citizens Living Abroad
Abu Dhabi		1
Australia	1	
Bangladesh	4	
Belgium		3
Brazil	1	1
Canada	1	6
China, People's Rep. of	2	
China, Rep. of	3	
Colombia	3	
Costa Rica	2	
Cyprus	1	
Egypt	1	1
El Salvador	1	
England	2	7
Ethiopia	2	
France	5	3
Ghana	1	
Greece	3	1
Hong Kong	5	1
India	4	
Iran	6	
Israel	1	
Italy	2	2
Jamaica	1	
Japan	9	3
Kenya	2	1
Korea	7	1
Lebanon	1	
Malaysia	4	
Mauritius	1	
Mexico		1
Netherlands/Antilles	1	1
Nicaragua	2	
Nigeria	1	
Pakistan	1	
Panama	2	1
Peru	1	
Philippines	1	1
Portugal	1	
South Africa	2	
Spain	3	1
Sudan	1	
Sweden	3	
Switzerland		3
Thailand	3	
Turkey	1	
Venezuela	4	2
West Germany	1	1
Zambia	1	
Total	105	42





# Costs & Financial Aid

The cost of an excellent education is high, both at Wellesley and other comparable institutions.

To assist students and their families in meeting these costs, Wellesley offers a variety of payment plans. At the same time through financial aid the College is currently able to make its educational opportunities open to all its regular U.S. students regardless of their financial circumstances. The amount and kind of financial assistance is determined solely by financial need. At present, there is only limited financial aid available to Continuing Education students and foreign students.

## Fees and Expenses

At Wellesley the fee represents approximately 59% of the educational cost to the College for each student. In past years the difference has been made up from gifts and income earned on endowment funds.

### Annual Fee

The fee for the academic year 1981-82 is \$9,630. In addition, there is a student activity fee of \$80 and a fee of \$180 for the student health insurance program. The breakdown is as follows:

	<i>Resident</i>	<i>Nonresident</i>
Tuition	\$6,450	\$6,450
Room	1,550	
Board	1,630	
Student activity fee	80	80
Student Health Insurance Program	180	180
	<u>\$9,890</u>	<u>\$6,710</u>

In addition to the fees payable to the College, a student should count on approximately \$750 for books, supplies, and personal expenses. Some students spend more and some spend less.

### Student Activity Fee

The purpose of the student activity fee of \$80 is to provide resources from which the student government organization can plan and implement the programs of student activities sponsored by various clubs and organizations on campus. Of this fee, \$8 is allocated for the payment of the student's annual subscription for *News*.

### Reservation Fee

A fee of \$200 reserves a place in the College for the student. It is due February 1 for Early Decision students and May 1 for all other entering students, and annually on June 1 for returning students. It is included in the annual fee of \$9,630.

### General Deposit

A general deposit of \$100 is paid by each entering student. The deposit is refunded after graduation or withdrawal and after deducting any unpaid special charges.

### Room Retainer Fee

Returning resident students must submit \$200 to the bursar by March 18 to reserve a room for the following year. This \$200 fee is applied against room and board charges for the following year. A student who is on leave the first semester and wishes to have a room reserved for the second semester must submit \$200 to the Bursar by November 1. The fee will be applied against room and board charges for the second semester.

### Special Fees and Expenses

These include, but are not limited to, the following:

Certain special fees and expenses listed in departmental descriptions, e.g., the cost of instrumental and vocal lessons given on p. 124.

A fee for each unit of work taken for credit in excess of five in any semester: \$806.

A fee for each unit of work done independently during the summer: 50% of the tuition cost per course.

A fee for each examination for credit during the summer: 50% of the tuition cost per course.

An automobile parking fee per semester: \$30 for each semester, or \$50 for the year if purchased in September.

All fees, with the exception of tuition, room, board and activity fees, are subject to change without notice.

**Payment for Students on Financial Aid**

Except for the reservation fee, grants and loans are usually applied equally by semester against all tuition, and room and board payments for the year. The remaining financial obligation must be paid in accordance with one of the approved plans. Students on financial aid who have difficulty meeting the scheduled payments outlined above should consult the financial aid office.

**Student Health Program**

Information concerning student medical insurance is sent to all parents by the bursar. Because of the high cost of medical care, parents are required to subscribe to the Wellesley College Student Health Plan or to provide equivalent coverage, especially since Wellesley College does not assume financial responsibility for injuries incurred in instructional, intercollegiate, intramural, or recreational programs under the auspices of the Department of Physical Education and Athletics. Full-time Continuing Education students are also required to have coverage if they plan to use the College Health Service. Continuing Education students carrying less than three courses per semester are not eligible for infirmary care or insurance.

The insurance is charged at \$90 per semester, and provides coverage for the period September 1 through August 31. Students subscribing to the Wellesley College Student Health Program will not be billed for services at Simpson Infirmary.

Students entering Wellesley College at the beginning of the second semester—transfers, Twelve College Exchange students—and students who are ineligible for their parents' insurance due to age requirements are eligible for enrollment for the second half of the year.

**Parent Loan Plan**

Wellesley offers a Parent Loan Plan to enable parents whose combined income is between \$15,000 and \$75,000 annually to extend the payment period for college education expenses beyond four years. Wellesley provides funds for loans at an interest rate lower than is generally available commercially. Monthly payments begin at the time a student enrolls and extend over a period of six to eight years. Details can be obtained from the Office of the Vice President for Financial and Business Affairs.

**Refund Policy**

Refunds of prepaid tuition, reservation, and other fees, and room and board charges will be allowed for withdrawal or leave of absence prior to the midpoint of the semester. In computing refunds, such prepayment will be prorated on a weekly basis, except that \$100 will be withheld to cover administrative costs in any case. No refunds will be made for withdrawal or leave of absence after the semester mid-point. The date of withdrawal shall be the date on which the student notifies the Registrar of withdrawal in writing, or the date on which the College determines that the student has withdrawn, whichever is earlier. Admissions candidates must notify the Director of Admission of withdrawal. Refunds will be made within 40 days after withdrawal and will be prorated among the sources of original prepayment. Wellesley College grants are not subject to refund to the student.

**Continuing Education Fees**

The basic fee for a Continuing Education student is \$806 per semester course, payable August 1 for the fall semester and January 15 for the spring semester. Continuing Education students taking four courses a semester may take a fifth course at no charge. A \$10 student activity fee will also be charged on a per course basis with a maximum of \$40 per semester. Continuing Education applicants pay the nonrefundable \$25 application fee as do all other students. There is also a nonrefundable registration fee of \$25, payable when the student is accepted.

A Continuing Education student who finds it necessary to withdraw from a course is entitled to tuition refunds as follows: a full refund of prepaid tuition charges and student activity fee will be allowed for withdrawal from courses during the first two weeks of classes. Thereafter, refunds will be prorated on a weekly basis until the midpoint of the semester. No refunds will be made for withdrawal after the semester midpoint. The date of withdrawal shall be the date on which the student notifies the Office of Continuing Education of withdrawal in writing, or the date on which the College determines that the student has withdrawn, whichever is earlier. Refunds will be made within 40 days after withdrawal and will be prorated among the sources of original prepayment. Wellesley College grants are not subject to refund to the student.

## Payment Plans

It is necessary that *all* fees be paid in accordance with the specified plans before the student can begin or continue attendance, and all financial obligations to the College must be discharged before the degree is awarded. Degrees and official transcripts will be held until all financial obligations are satisfied. Detailed descriptions of plans are sent by the bursar to the parents of entering students and to others on request. Although there are minor variations in the payment plans for Regular Decision and Early Decision students, the final due dates for each group are the same. A late payment fee of \$25 will be charged each semester on all accounts not paid in full by the due date.

The eight-payment plan is available *only* for a complete academic year.

<b>Semester Plan*</b>	<b>Resident Amount</b>	<b>Nonresident Amount</b>	<b>Early Decision Due</b>	<b>Regular Decision Due</b>	<b>Returning Students Due</b>
Reservation fee	\$ 200	\$ 200	Feb. 1	May 1	June 1
General deposit for entering students	100	100	Feb. 1	May 1	
Room retainer fee for returning students	200				March 18
First semester fee for entering students	4,745*	3,155*	Aug. 1	Aug. 1	
First semester fee for returning students	4,545*	3,155*			Aug. 1
Second semester fee	4,945	3,355	Jan. 15	Jan. 15	Jan. 15

\*Amount will be adjusted if Health Insurance Program is waived.

<b>Annual Payment Plan</b>	<b>Resident Amount</b>	<b>Nonresident Amount</b>	<b>Early Decision Due</b>	<b>Regular Decision Due</b>	<b>Returning Students Due</b>
Reservation fee	\$ 200	\$ 200	Feb. 1	May 1	June 1
General deposit for entering students	100	100	Feb. 1	May 1	
Room retainer fee for returning students	200				March 18
Balance for entering students	9,690*	6,510*	Aug. 1	Aug. 1	
Balance for returning students	9,490*	6,510*			Aug. 1

\*Amount will be adjusted if Health Insurance Program is waived.



<b>Eight-Payment Plan* (For full year only)</b>	<b>Resident Amount</b>	<b>Nonresident Amount</b>	<b>Early Decision Due</b>	<b>Regular Decision Due</b>	<b>Returning Students Due</b>
Reservation Fee	\$ 200	\$ 200	Feb. 1	May 1	June 1
General deposit for entering students	100	100	Feb. 1	May 1	
Room retainer fee for returning students	200				March 18
Eight equal payments on the first day of each month for entering students	9,690*	6,510*	July 1 through Feb. 1	July 1 through Feb. 1	
Eight equal payments on the first day of each month for re-turning students	9,490*	6,510*			July 1 through Feb. 1

\*Amount will be adjusted if Health Insurance Program is waived.

The Eight-Payment Plan will also be charged interest at an annual percentage rate of 8%. Examples of the interest charge are as follows:

<b>Amount to be Financed</b>	<b>Interest Charge</b>	<b>Annual Percentage Rate</b>
\$9,690	\$292.63	8%
6,510	196.60	8%
5,000	151.00	8%
2,000	60.40	8%

# Financial Aid

The Wellesley College program of financial aid opens educational opportunities to able students of diverse backgrounds, regardless of their financial resources. No student should be discouraged from applying to Wellesley because of the need for financial aid. At Wellesley, admission decisions are made without regard for financial need, and only after a student is admitted does the Financial Aid staff determine the amount of aid she will require.

Approximately 72% of all Wellesley students receive aid from some source, 45% receive financial aid based on need from the College. An additional 14% of the student body receives federal guaranteed loans.

At Wellesley College financial aid is given solely because of demonstrated need. Amounts vary in size according to the resources of the individual and her family, and may equal or exceed the comprehensive College fee. Although aid is generally granted for one year at a time, the College expects to continue aid as needed throughout the student's four years provided funds are available.

Determination of the amount of aid begins with examination of family financial resources. Using a nationally standardized system, the Financial Aid staff establishes the amount the parents can reasonably be expected to contribute. The staff next looks at the amount the student herself—with summer earnings and a portion of accumulated savings and benefits—can contribute. The total of the parents' and the student's contributions is then subtracted from the student's budget which is comprised of the College fees, a \$750 book and personal allowance, and two low-cost round trips from her home state to Massachusetts. The remainder, which equals the "financial need" of the student, is awarded as aid.

Most financial aid packages are a combination of three types of aid: work, loans, and grants.

## Work

The first portion of a student's financial need is met through jobs on and off campus, generally as part of federal Work-Study programs. Students are expected to devote no more than six hours a week to their jobs, earning approximately \$650 a year.

Over 70% of Wellesley College students work on or off campus. The Office of Financial Aid is the clearinghouse for student employment, a service open to all students, whether they are receiving aid or not. Financial aid students receive priority for on-campus jobs such as office work in academic and administrative departments. Off campus, students have worked in offices, stores, and restaurants.

## Loans

The next portion of aid, approximately \$1,600, is awarded through low-cost loans. There are

several kinds of loans available with different interest rates. In most cases a student is required first to apply for a Student Guaranteed Loan from a lending institution in her local area; the federal government allows colleges to be only the lender of last resort.

## Repayment of Loans from the College

A student who has received a loan from the College has the obligation to repay the loan after withdrawal or graduation. Before she leaves the College she should make arrangements for an exit interview with the Bursar. At that time she will be notified of her responsibilities regarding the loan and will be given a repayment schedule.

## Grants

Whatever portion of the student budget remains is awarded in grants, either by the College from its own resources or from the federal government through the Federal Supplementary Educational Opportunity Grants program.

Students who are eligible for other federal or state grants are required to apply; if the student does not apply, the College reduces her grant by the amount she would have received. In addition, whenever possible, students should seek grants from local programs, from educational foundations, and from other private sources.

## Town Tuition Grants

Wellesley College offers ten Town Tuition Grants to residents of the Town of Wellesley who qualify for admission and whose parents or guardian live in the town. These students may live at home or on campus. Those who choose to live on campus may apply to the College for financial aid, and their applications will be reviewed in light of the same financial aid considerations presently applicable to all Wellesley students.

## Financial Aid for Transfers

Financial aid funds are available to assist a limited number of transfer students. A transfer student with demonstrated need will be eligible to receive aid for the number of

semesters determined by the Registrar as necessary for degree completion. If a transfer student does not receive a grant upon admission to the College, she will not qualify for a grant while she is at the College. It is possible, however, that she may receive work study or loans.

### **Assistance for Families Not Eligible for Aid**

Wellesley has special concern for the growing number of middle and upper income families who find it difficult to finance their daughters' education through current income. The services of the Office of Financial Aid and Planning are designed to assist all families, regardless of the need for aid.

For those families not eligible for aid, the College will assist in several ways. First, Wellesley will help any student find a job, on or off campus. Second, the College will furnish information and advice on obtaining a student or parent state guaranteed loan: every state in the country has such a program. Third, two new payment programs, the Insured Tuition Payment Plan, a monthly prepayment plan, and the Parent Loan Plan, in which the parents, not the students, obtain loans, are being offered by the College.

### **For Further Information**

Detailed information on all the material summarized here is available in a booklet entitled *Financing a College Education: Financial Aid at Wellesley*. This booklet is sent to every student who requests this information.

### **Applying for Financial Aid**

Each registered applicant for admission who is applying for financial aid must file three forms: the Wellesley College Application for Financial Aid, the Financial Aid Form of the College Scholarship Service, and a certified copy of the latest federal income tax return.

### **Application Form**

The Wellesley College Application for Financial Aid should be returned to the Director of Financial Aid, Wellesley College, by November 1 from Early Decision applicants, February 1 from Regular Decision applicants and fall semester transfer applicants, and November 15 from spring semester transfer applicants.

### **Financial Aid Form**

This form is available in the secondary schools, or may be obtained by writing to the College Scholarship Service, Box 176, Princeton, New Jersey 08540; or Box 1025, Berkeley, California 94701. A copy can also be provided by the Director of Financial Aid if specifically requested by an applicant. The Financial Aid Form should be filed with the College Scholarship Service which will then forward a copy for confidential use to the college or colleges indicated on the form.

The Financial Aid Form must be filed by February 1 from Regular Decision applicants; February 1 from fall semester transfer applicants; and November 15 from spring semester transfer applicants. From Early Decision applicants, a special financial aid form, the Family Confidential Statement, available from the Financial Aid Office must be filed by November 15; Early Decision applicants should also file the 1982-83 Financial Aid Form of the College Scholarship Service by February 1.

### **Federal Income Tax Return**

If a student is admitted and enrolls at Wellesley College, parents are required to submit a certified copy of their latest federal income tax return. The certified copy is forwarded directly to the College by the District IRS Office at the request of the parent on a form provided by the Financial Aid Office. Financial aid awards are not final until the IRS form is submitted.

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## **Graduate Fellowships**

A number of fellowships for graduate study are open to graduating seniors and alumnae of Wellesley College, while others administered by Wellesley are open to women graduates of any American institution. Awards are usually made to applicants who plan full-time graduate study for the coming year. Preference in all cases, except for the Peggy Howard Fellowship, will be given to applicants who have not held one of these awards previously.

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### **For Graduates and Undergraduates of Wellesley College**

Fellowships open to Wellesley College alumnae and graduating seniors are listed below.

*Anne Louise Barrett Fellowship*, preferably in music and primarily for study or research in musical theory, composition, or in the history of music; abroad or in the United States. Stipend: \$3,000



*Margaret Freeman Bowers Fellowship*, for a first year of study in the fields of social work, law, or public policy/public administration. Also eligible are MBA candidates with plans for a career in the field of social services. Preference will be given to candidates demonstrating financial need.  
Stipend: \$1,000

*Professor Elizabeth F. Fisher Fellowship* for research or further study in geology or geography, including urban, environmental or ecological studies. Preference given to geology and geography.  
Stipend: \$500-\$1,000

*Horton-Hallowell Fellowship* for graduate study in any field, preferably in the last two years of candidacy for the Ph.D. degree, or its equivalent, or for private research of equivalent standard.  
Stipend: \$4,000

*Peggy Howard Fellowship in Economics*, to provide financial aid for Wellesley students or alumnae continuing their study of economics. Administered by the economics faculty who may name one or two recipients depending on the income available.

*Edna V. Moffett Fellowship* for a young alumna, preferably for a first year of graduate study in history.  
Stipend: \$1,500-\$2,500

*Vida Dutton Scudder Fellowship* for graduate study in the field of social science, political science, or literature.  
Stipend: \$2,000

*Sarah Perry Wood Medical Fellowship* for the study of medicine. Nonrenewable.  
Stipend: \$6,000

*Trustee Scholarships* are awarded on a competitive basis to seniors who intend to pursue graduate studies. These scholarships are unrestricted as to field of study. The title Trustee Scholar is honorary and in cases of financial need stipends may be awarded to the scholars or, if not needed by them, to alternates who need financial assistance. All applications and credentials are due by December 1. Recipients share the total annual stipend.  
Stipend: \$6,000

*Fanny Bullock Workman Fellowship* for graduate study in any field.  
Stipend: \$3,000

*Mary Elvira Stevens Traveling Fellowship* for travel or study outside the United States. Any scholarly, artistic, or cultural purpose may be considered. Candidates must be at least 25 years of age on September 1 of the year in

which the fellowship is first held. Applications must be filed with the Secretary to the Stevens Fellowship Committee, Office of Financial Aid, before December 1.  
Stipend: \$10,000

### **For Graduates of Other Institutions and Wellesley College**

Some graduate fellowships for study at the institution of the candidate's choice are administered by Wellesley College and are open to alumnae of any American institution, including Wellesley.

*Alice Freeman Palmer Fellowship* for study or research abroad or in the United States. The holder must be no more than 26 years of age at the time of her appointment, and unmarried throughout the whole of her tenure. Non-Wellesley candidates should file through their institutions. Wellesley will accept no more than four applications from another institution.  
Stipend: \$4,000

*Mary McEwen Schimke Scholarship*, a supplemental award for the purpose of affording relief from household and child care while pursuing graduate study. The award is made on the basis of scholarly expectation and identified need. The candidate must be over 30 years of age, currently engaged in graduate study in literature and/or history. Preference given to American Studies.  
Stipend: \$500-\$1,000

*M. A. Cartland Shackford Medical Fellowship* for the study of medicine with a view to general practice, not psychiatry.  
Stipend: \$3,500

*Harriet A. Shaw Fellowship* for study or research in music and allied arts, abroad or in the United States. The candidate must be no more than 26 years of age at the time of her appointment. Preference given to music candidates; undergraduate work in history of art required of other candidates.  
Stipend: \$2,000-\$3,000

Information and application forms may be obtained from the Secretary to the Committee on Graduate Fellowships, Office of Financial Aid, Wellesley College, Wellesley, Massachusetts 02181. Application forms for the Peggy Howard Fellowship may be obtained from the Economics Department, Wellesley College, Wellesley, Massachusetts 02181. The applications and supporting materials should be returned to the same address by April 1.

Applications and supporting materials for all other fellowships are due December 1.



# The Academic Program

The process of learning begins with the mind and motivation of the student herself. The most tempting array of courses and the most carefully planned requirements alone will not guarantee the growth of an educated mind. The academic experience is designed for the student who seeks a broad acquaintance with the many and diverse fields of human inquiry as well as the opportunity to explore her personal intellectual interests in depth. It provides for the acquisition of knowledge and of the skills appropriate to the liberal arts but above all it is responsive to the student who genuinely wishes to acquire the habit of learning. It seeks to stimulate the mind, refine the eye and enlarge the capacity for free independent and discriminating choice.

## The Curriculum

The curriculum at Wellesley is structured to provide strong guidance and to allow, at the same time, great personal choice. Central to the curriculum is the concept of diversity, the concept that the student should pursue a number of disciplines during her four years at the College. Accordingly, by the time the Bachelor of Arts degree is earned, she should be acquainted with the main fields of human interest, capable of integrating knowledge from various fields, and prepared for continuous scholarly and personal growth. In her major field, the student is expected to demonstrate maturity of thought, acquaintance with recognized authorities in the field, and general competence in dealing with sources of research or analysis.

### Academic Advising

At Wellesley academic advising for the freshman and sophomore classes is the responsibility of the Class Dean. The advising of juniors and seniors is shared by faculty and class deans. This arrangement provides for systematic and equitable supervision of each student's progress toward the B.A. degree. In addition, it has the double benefit of specialized advice from faculty in the major field, and objective and detailed examination of the student's overall program.

### Requirements for Degree of Bachelor of Arts

Each student is responsible for meeting all degree requirements and for insuring that the Registrar's Office has received all credentials. Each candidate for the degree of Bachelor of Arts is required to complete 32 units of academic work at a C average or better. Each semester course is assigned one unit of credit. The normal period of time in which to earn the degree is four years and a normal program of study includes from three to five courses a semester. Freshmen are encouraged to carry a maximum of four courses each semester, but upperclass students may take five.

Courses are classified in Grades I, II, and III. Introductory courses are numbered 100-199 (Grade I); intermediate courses, 200-299 (Grade II); advanced courses, 300-399 (Grade III). Each student must include at least four units of Grade III work, at least two of which

shall be in the major. The program in the senior year may not include more units of Grade I than of Grade III work, and at least two must be Grade III. Directions for Election of the major vary with the department. Please see departmental listings for specific requirements for the major.

### Distribution Requirements

In order to provide students with as much flexibility as possible, Wellesley requires no specific courses. To ensure, however, that students gain insight and awareness in areas outside their own major fields, the College does require that they elect three semester courses in each of three academic areas as part of the 32 units required for graduation. (Courses numbered 350—Research or Individual Study—do not satisfy this requirement.) The three groups of academic disciplines are:

#### GROUP A

##### Literature, Foreign Languages, Art, and Music

Three units chosen from courses in the Departments of Art, Chinese, English, French, German, Greek and Latin, Italian, Music, Religion, (Greek and Hebrew), Russian, Spanish; or from those courses offered by the Department of Black Studies and from those extradepartmental literature courses which are designated as fulfilling the requirement in Group A.



**GROUP B****Social Science, Religion, Philosophy, and Education****Group B<sup>1</sup>**

One or two units chosen from courses in the Departments of History, Philosophy, Religion, and courses offered by the Department of Black Studies in these fields; and Education 102, 200, 212, 312 and

**Group B<sup>2</sup>**

One or two units chosen from courses in the Departments of Anthropology, Economics, Political Science, Psychology, Sociology, and courses offered by the Department of Black Studies in these fields.

**GROUP C****Science and Mathematics**

Three units, at least one of which shall be a course with laboratory, chosen from courses offered in the Departments of Astronomy, Biological Sciences, Chemistry, Geology, Mathematics, and Physics.

**Foreign Language Requirement**

Before the beginning of the senior year, students must exhibit a degree of proficiency in the use of one foreign language, either ancient or modern. Many students fulfill this requirement by passing one of the language tests offered by the College Entrance Examination Board (CEEB). Wellesley requires a score of 610 or better on the CEEB Achievement Test, or a score of at least 3 on the Advanced Placement Examination (AP). This requirement can also be met by the completion of 2 units of language study at the second year college level or 1 unit of language study above the second year college level.

**Second Year College Level Courses**

Chinese:	201 (1-2), 202 (1-2)
French:	111-122 (1-2), or 121-122 (1-2) or 141-142 (1-2)
German:	101-103 (1-2), or 102-103 (1-2) or 104-105 (1-2)
Greek:	to be chosen in consultation with the department chairman
Hebrew:	(see Religion Department): 209 (1-2)
Italian:	202 (1) 203 (2)
Latin:	to be chosen in consultation with the department chairman
Russian:	200 (1-2)
Spanish:	102 (1-2)

Students may take introductory courses in only two modern foreign languages.

Fulfillment of the foreign language requirement through work done at another institution must be approved by the

appropriate department. A student whose native language is not English will be exempted from this requirement, subject to approval of the Class Dean and the Academic Review Board.

**Other Requirements**

Students are expected to use acceptable standards of spoken and written English in their college work. Special assistance in English, mathematics, and other basic and special skills is offered at the College.

In addition, all students must complete the physical education requirement described on p. 130 for which no academic credit is given.

**Preparation for Medical School**

Medical, dental and veterinarian schools require special undergraduate preparation. Students should consult as early as possible with the Premedical Advisory Committee to plan their academic preparation to meet their individual needs and interests. Appointments can be made with the premedical secretary who is located in the Science Center Focus.

In general, most health profession schools require 2 units of English and 2 units each of the following science courses (with lab): Introductory Biology, Introductory Chemistry, Organic Chemistry, and Physics. Many schools also require Math, in some cases 2 units of Calculus, and additional science courses. Veterinary schools frequently require courses such as speech, technical writing, animal nutrition, genetics, biochemistry, etc. Requirements vary and catalogues of individual schools should be consulted.

All science requirements should be completed before taking the Medical College Admission Test (MCAT) or the Dental Admission Test (DAT) which are taken approximately 16 months before entering medical or dental school.

**The Major**

Students may choose from among 26 departmental majors, seven interdepartmental majors—American studies, Chinese studies, classical civilization, classical and Near Eastern archaeology, medieval/renaissance studies, molecular biology, and psychobiology—or they may design an individual major. Of the 32 units required for graduation, at least 8 are to be elected in the major, and at least 18 must be elected outside of any one department.

Students who are interested in an individual major submit a plan of study to two faculty members from different departments. The plan should include 4 units in one department above the introductory level. The program for the individual major is subject to the approval of the Committee on Curriculum and

Instruction. Some students wish to center their studies upon an area, a period, or a subject which crosses conventional departmental lines. Examples of possible area studies include East Asian studies, Italian culture, Latin American studies, Russian studies; of periods, the Middle Ages, the Renaissance; of subjects, comparative literature, international relations, theatre studies, urban studies.

In the second semester of the sophomore

year each student elects a major field and prepares for the Registrar a statement of the courses to be included in the major. Later revisions may be made with the approval of the chairman of the major department, or in the case of the individual major, with the student's advisors, and be presented to the Registrar not later than the second semester of the junior year. Directions for Election of the major vary. See departmental listings for specific requirements for the major.

## Academic Policies and Procedures

The academic policies and procedures of the College have been subject to continuous change and examination throughout the College history, responding to changes in student life styles and innovations in the curriculum. The policies and procedures that govern most routine aspects of academic life are described below.

### Academic Standards

Academic standards at Wellesley are high, and students take full responsibility for attending classes, submitting required work on time, and appearing for examinations. If students have difficulties with course work, become ill, or have other problems which interfere with their academic work, they should consult with their class deans for assistance in making special arrangements for their studies. Tutoring and programs in study skills are offered through the Academic Assistance Program.

Students are expected to maintain at least a C average throughout their college career. At the end of each semester each student's record is reviewed, and appointments with the Class Dean are arranged if needed. The College tries to provide the appropriate support services to students in difficulty. Students who show consistent effort are rarely excluded from the College.

### Academic Review Board

The Academic Review Board is the principal body for review of academic legislation and for overseeing each student's academic progress. Chaired by the Dean of Students, the Board is composed of the class deans, the Director of Continuing Education, and seven elected faculty and student representatives. The student members of the Academic Review Board do not participate in discussions of individual student's standing, but they do contribute to discussions of academic policy and of student requests for exceptions to regulations. The Board researches and recommends changes in academic policy and is also responsible for proposing an annual academic calendar. Dates of Academic Review Board Meetings are posted in the Registrar's Office. Students wishing to submit a petition to the Academic Review Board

should do so in writing and in consultation with class deans and deliver it to the Registrar at least one week before the petition is to be considered.

### Credit for Advanced Placement Examinations

Students entering under the Advanced Placement Program of the College Entrance Examination Board, and who make the scores specified by Wellesley College, will receive credit toward the B.A. degree, provided they do not register in college for courses which cover substantially the same material as those for which they have received Advanced Placement credit. Two units of credit will be given for each AP examination in which a student received a grade of 4 or 5 with the following exceptions: 1 unit of credit will be given for the Latin 4 examination; 1 unit of credit will be given in the Mathematics AB examination; 1 unit of credit for a score of 3 in the Mathematics BC examination. Not more than 2 units may be offered for credit in any one department. Note: the taking of a course deemed equivalent to one for which credit has been granted will nullify the credit previously awarded.

### Credit for Other Academic Work

Of the 32 units required for the degree of Bachelor of Arts, a student may earn a maximum of 16 units through a combination of the following: AP examinations (no more than 8); courses taken at another institution during the summer or the academic year; or study independent of Wellesley courses which is then evaluated by examination by a Wellesley department. (See Examinations.) Four units may be earned in summer school, or by a combination of summer school and summer independent study. No more than 2 units may

be earned for summer independent study. Eight units, in addition to summer school, may be earned through courses taken at another institution. Students, including transfer students, must complete 16 units at Wellesley. Candidates for the B.A. degree in the program for Continuing Education must complete a minimum of 8 units of work at the College.

### **Exemption from Required Studies**

Students may be exempted from any of the studies required for the degree, provided they can demonstrate to the department concerned a reasonable competence in the elements of the course. Exemption from any of the studies required does not affect the general requirement for completion of 32 units of credit. It does, however, make it possible for some students to select more advanced courses earlier in their college careers.

Such exemption may be achieved in one of two ways: a score of 4 (Honors) or 5 (High Honors) on the CEEB AP tests, or passing a special exemption examination. Permission for the exemption examination must be obtained from the chairman of the department concerned. In addition to the evidence offered by the examination, some departments may require the student to present a paper or an acceptable laboratory notebook.

### **Research or Individual Study**

Each academic department provides the opportunity for qualified students to undertake a program of individual study directed by a member of the faculty. Under this program, an eligible student may undertake a research project or a program of reading in a particular field. The results of this work normally are presented in a final report or in a series of short essays. The conditions for such work are described under the course numbered 350 in each department. Wellesley offers further opportunities for research and individual study. (See Honors in the Major Field.)

### **Credit for Summer School and Summer Independent Study**

Some students undertake planned programs of summer independent study which they have designed with members of the faculty and their Class Dean. Two units of credit may be earned in this way. Four units may be earned by a combination of summer school and independent study. Other students attend summer school. The amount of summer school credit allowed toward the degree is limited to 4 units, and is not automatic. Students should consult their class deans before enrolling in summer school courses. Students should get approval from department chairmen before enrolling in a course from which they expect to receive credit; approval forms are available in the Registrar's Office.

### **Grading System**

Students have the option of electing courses on a letter or nonletter grading system. At the beginning of the eighth week of a semester, students notify their instructor whether they plan to take the course for a letter grade or on the credit/noncredit basis. Credit is given to students who have attained a satisfactory familiarity with the content of a course and have demonstrated ability to use this knowledge in a competent manner. If credit is not earned, the course does not appear on the student's permanent record.

### **Examinations**

An examination period occurs at the end of each semester. Within this period, students may devise their own examination schedules for the majority of courses. Examinations are scheduled for some art, music, and foreign language courses which require audiovisual equipment. Special examinations are offered in September to qualified students to earn credit for work done independently, for admission to advanced courses without the stated prerequisites, and for exemption from required studies.

Students who wish credit for work done independently in the summer should consult the appropriate department and the Class Dean, and should apply to the Registrar at least a month in advance for a special examination to be given at the beginning of the college year.

Examinations may be taken for credit, for admission to a more advanced course, or for exemption from the required studies in Groups A, B, and C. Examinations for credit passed at a satisfactory level also count for advanced placement and/or exemption; examinations for advanced placement also count for exemption. Examinations passed at a satisfactory level for exemption do not count for credit.

### **Registration for Courses**

All returning students must register in the spring for the courses they select for the next academic year. Upon returning to college in the fall, the student will be issued a schedule card of her classes. All changes to this schedule must be recorded in the Registrar's Office by the end of the first week of classes. A student will not receive credit for a course unless she has registered for it, and a student who has registered for a course will remain registered unless she takes formal action to drop it.

Any conflicts in scheduling must be reported to the Registrar's Office immediately. A student is not permitted to take a course if it conflicts with any other course on her schedule.



## Adding or Dropping Courses

Add/Drop cards are available from the Registrar's Office during the first week of classes. A student may submit only one Add/Drop card, and it must include all changes in the schedule for that semester. All Adds are due by the end of the first week of classes. Permission is required from the department chairman or the major advisor if the student wishes to drop a course which affects the major. If a course is dropped, with the permission of the Class Dean, before the beginning of the eighth week, it will not appear on her record.

## Auditing Courses

A student who wishes to attend a class as a regular visitor must have the permission of the instructor. Auditors may not submit work to the instructor for criticism, and audited courses will not be considered for credit.

## Acceleration

A few students complete all the requirements for the degree in less than the usual eight semesters. After two semesters at Wellesley, students who wish to accelerate should consult their deans and then write a letter to the Academic Review Board, petitioning to fulfill the requirements in less than the normal period of time.

The petition should include the month and year in which the degree requirements will be fulfilled, and all units which will be counted toward the degree.

Normally, a plan to accelerate must include 8 units at Wellesley in two consecutive semesters during the junior and senior years. In accumulating units in addition to courses taken at Wellesley, an accelerating student may count:

- 1 Advanced Placement credit (no more than 8 units);
- 2 a maximum of 4 units earned either in summer school or by a combination of summer school and independent study during the summer, validated by the College. No more than 2 units may be earned for summer independent study; and
- 3 a maximum of 2 units of college or university credit earned prior to graduation from secondary school, which is not included in the units of secondary school work required for admission.

An accelerating student must maintain at least a C average at all times.

## Leave of Absence

Recognizing that many students benefit educationally if they interrupt the normal

sequence of four continuous years at Wellesley, the College has established a policy for temporary leaves of absence. Leaves may be taken for as short a period as one semester or as long as two years, and for a variety of reasons which may include study at another institution, work, travel, or other activities which meet personal needs. Application for leave of absence may be made to the Class Dean at any time after a student has completed at least one year at Wellesley. Freshmen who have completed only one semester may remain on leave for a maximum of three semesters. A student who goes on leave of absence cannot remain in residence on campus more than 48 hours after the effective date of leave.

To obtain permission to spend the year at another institution as nonmatriculated students or guests, students submit a detailed plan to the Class Dean or advisor and, if a major has been chosen, to that department. The plan should list the course of study for the year and justify its relationship to the four year program.

## Withdrawal

### Voluntary Withdrawal

Students who plan to withdraw must inform the Class Dean. A withdrawal form will then be sent to the parents or guardian for their signature. The official date of the withdrawal is the date agreed upon by the student and the Class Dean and written on the withdrawal card which is signed by the Class Dean. The withdrawal date is important in order to compute costs and refunds. (See Refund Policy p. 24.) Students who have officially withdrawn from the College cannot remain in residence on campus more than 48 hours after the effective date of withdrawal.

### Required Withdrawal

The College reserves the right to require the withdrawal of any student whose academic work falls below its standards, who violates its rules and regulations or the rights of others, or whose continuing presence constitutes a risk to the health, safety, or general well-being of the College community or herself. In addition, the College may require the withdrawal of any student who fails to meet financial obligations to the College.

## Readmission

A student who has withdrawn from the College and wishes to return should apply to the Office of the Dean of Students for the appropriate forms. Readmission will be considered in the light of the reasons for withdrawal and reapplication, and in the case of resident students, available residence hall space. A nonrefundable fee of \$15 must accompany the application form for readmission.

## Special Academic Programs

The traditional four-year curriculum offered at Wellesley is expanded by many special academic programs. Some are administered by the College and some are programs run by other institutions in which Wellesley students may participate. Students may participate in some while in residence at the College; others involve living at other colleges or abroad for a semester or a year.

### Cambridge Humanities Seminar

The Cambridge Humanities Seminar is a collaborative effort by universities in the Boston-Cambridge area to enrich and diversify their interdisciplinary offerings in the humanities at an advanced level. The program is centered at the Massachusetts Institute of Technology and offers subjects to students in the humanities at participating institutions during the last two years of undergraduate and the first two years of graduate work, in an area of scholarship periodically determined by its membership. The program involves faculty in literature, history, philosophy, and fine arts. Its current subject is the idea of the past as it plays a role in the study of various cultural activities. All seminars have limited enrollment. Subjects to be offered in 1981-82 are described on p. 171.

### Freshman-Sophomore Colloquia

These courses are designed for freshmen and sophomores to undertake concentrated study of a significant, well-defined topic. They offer students the opportunity to work in small groups in association with individual faculty members. They are similar to advanced seminars in method and approach in that they stress discussion, independent work, and oral and written presentations.

### Cross Registration Program with the Massachusetts Institute of Technology

A program of cross registration of students at Wellesley and the Massachusetts Institute of Technology was officially inaugurated in 1968-69. The program allows students to elect courses at the other institution, and extends the diversity of educational experiences available in the curricula and in the environments of both. The two schools combine their academic, extracurricular, and operational resources while maintaining the separate strengths, independence, and integrity.

A Wellesley student interested in exploring the possibilities of electing specific course at MIT should consult the Exchange Coordinator, the department advisor, or the appropriate exchange program faculty advisor. Registration in MIT courses takes place each semester, and application must be made in the Exchange Office during the preceding

semester. Since the number of participants in the exchange is limited, upperclass students are given preference.

Students register at the Wellesley Exchange Office and at MIT for MIT courses. They must follow the instruction sheet carefully to insure that they register for courses which are equivalent in credit to Wellesley courses.

### Opportunities in Engineering

Cross registration with MIT makes it possible for Wellesley students to take advantage of both the opportunities of a women's liberal arts college and the resources of a superior engineering program. Students interested in mathematics, physics, chemistry, or biology can apply these interests in a very practical way through engineering, an expanding field for women.

Engineering can be pursued at Wellesley in two ways: by designing an individual major combining Wellesley and MIT courses or by fulfilling a Wellesley major while taking advantage of MIT courses to prepare for graduate study in engineering.

Students interested in engineering should take mathematics and physics at Wellesley freshman year in preparation for MIT courses. Information concerning possible fields, prerequisites, and contact persons at MIT is available through the Office of the Class Deans.

### The Twelve College Exchange Program

Wellesley belongs to a consortium which includes Amherst, Bowdoin, Connecticut College, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wesleyan, Wheaton, and Williams. Two one-semester programs associated with the Twelve College Exchange are the National Theater Institute in Waterford, Connecticut, and the Williams Mystic Seaport Program in American Maritime Studies. Students in good standing may apply through the Exchange Coordinator for a semester or full academic year in residence at any of the member institutions. The number of places is limited and admission is competitive. Preference is given to students planning to participate in their junior year.

Students must request that transcripts be sent to the Registrar's Office to receive credit for work done away from Wellesley.

### The Wellesley-Spelman Exchange Program

Wellesley maintains a student exchange program with Spelman College in Atlanta, Georgia, a distinguished Black liberal arts college for women. The exchange, initiated as a three-year experimental program in 1974-75, was approved in spring 1977 as one of the continuing exchange opportunities available to students.

The program is open only to students in their junior year, with a maximum four-semester enrollment per year (one to four students) at each institution. Students may apply through the Office of the Exchange Coordinator.

### The Junior Year Abroad

Qualified students may apply for admission to various groups spending the junior year in Europe and in other foreign countries. A few Wellesley Slater Junior Year Abroad scholarships are available to juniors, eligible for financial aid, who have been accepted for programs approved by the Foreign Study Committee. Stecher Scholarships for the study of art abroad are awarded to qualified students who are eligible for financial aid. Candidates are selected by the Art Department Stecher Scholarship Committee and the Foreign Study Committee. Limited financial support for students wishing to spend the junior year in Africa or the Caribbean is provided by the Waddell Fund. The selection of recipients for awards from the three funds is made early in the second semester of the sophomore year on the basis of academic qualifications and faculty recommendations. The amount of each individual award is determined according to need. Information about these awards may be obtained from the Office of Foreign Study.

The Office of Foreign Study helps students with individual plans for study abroad, for example, applications for direct enrollment as visiting students in British universities. Students who are interested in spending the junior year abroad should consult their Class Dean and the Study Abroad Advisor during the freshman year to ensure completion of Wellesley eligibility requirements.

Students must request that transcripts be sent to the Registrar's Office in order to receive credit for study done abroad.

### Internships

The Office for Careers houses information on a wide variety of internship programs available through the College, the local community, and the country, during the term, January, and summer. As well as working closely with the Wellesley academic departments to share information and to develop opportunities, the Office for Careers coordinates efforts with two

internship groups: The Shared Educational Experience Program and the Massachusetts Internship Office.

### Summer Internships

The College sponsors a Washington Summer Internship Program which provides a unique opportunity for students to learn about the national government through direct participation in political activity. Interested juniors may apply for 15 available summer internships, in governmental and nongovernmental offices. Interns hold full-time jobs for ten weeks and also participate in evening seminars with guest speakers on governmental or political problems. Job assignments are made according to the interest of the student and the potential for learning. Recent assignments have included positions in congressional offices, in the Department of Justice, in the Department of Health, Education and Welfare, with the Federal Trade Commission, in the Office of the President, and with a major broadcasting system. Salaries are offered in some of these positions; the College provides stipends for students who hold nonsalaried positions.

In addition, the Wellesley Urban Politics Summer Internship Program offers juniors the opportunity to focus on some of the dilemmas of contemporary urban life. Students participating in this program spend ten weeks working for government agencies or private organizations in Los Angeles. Interns attend seminars and other meetings designed to stimulate analytical thinking about politics, government institutions, and public policy-making. Interns receive a stipend from the College.

### Community Involvement

Wellesley students can become involved in the Greater Boston community in a variety of ways. Some students choose to work in communities where they can participate in legal aid, tutoring, and health services, or church work. Others work with the City of Boston or the Town of Wellesley in various departments.

Credit may be given for supervised field work as a research component of some courses or independent study; in other instances, experience in the community forms part of the required work of courses dealing with social, political, or economic issues. Generally, students become involved in community work for many reasons besides the possibility of earning academic credit.



### Summer Study Abroad

Students planning summer study in foreign countries should consult the Office of Foreign Study. Wellesley awards Stecher Summer Scholarships for study of art to students who need to have access to materials available only in foreign countries. First consideration is given to applicants whose summer studies are related to honors projects approved for the senior year. Waddell Summer Scholarships provide opportunities for students wishing to study in Africa or the Caribbean. An application for a Stecher or a Waddell Scholarship requires the support of the student's major department and a statement from the Director of Financial Aid showing what funds are needed to supplement the student's financial resources.

### Continuing Education

The Continuing Education program provides an opportunity for women to resume their education by electing to study for the Bachelor of Arts degree, or to take courses as special students not eligible for a degree. This nonresidential program enables students to

enroll either part-time or full-time. Continuing Education students attend classes with Wellesley undergraduates and take the same courses.

Candidates for the B.A. degree are women, older than the usual undergraduate age, whose educations have been interrupted for several years prior to the date of application. Completion of a minimum of 8 units of work at the College is a requirement for the B.A. degree. There is no time limitation for completion of the degree.

Special students may be graduates of an accredited college or university but requesting course work at the undergraduate level, matriculated students currently affiliated with another accredited college or university and requesting course work for degree credit at the affiliate. Special students are limited to two consecutive years of study and a maximum of 8 units of course work.

For further information about the program, write to the Office of Continuing Education, Wellesley College, Wellesley, Massachusetts 02181.

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## Academic Distinctions

To give recognition for superior or advanced work, either upon graduation or during the student's career, the College confers a number of academic distinctions.

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### Departmental Honors

Students who have shown marked excellence and an unusual degree of independence in their work may be invited to participate in the Honors Program, based on their record in the major field. Under this program, an eligible student may be invited to undertake independent research or special study which will be supervised by a member of the faculty. In several departments, options for general examinations, special honors seminars, and opportunities to assist faculty in teaching introductory and intermediate level courses are available to honors candidates. The successful completion of the work and of an oral honors examination leads to the award of Departmental Honors.

### Other Academic Distinctions

The College names to Freshman Distinction those students who maintain high academic standing during the freshman year. Wellesley College Scholars and Durant Scholars are named at Commencement, based on academic records after the freshman year. Wellesley College Scholars have achieved high academic standing and Durant Scholars highest academic standing.

Juniors and seniors are elected to membership in the Eta of Massachusetts chapter of Phi Beta Kappa on the basis of their total academic achievement in college. Seniors who are majoring in the sciences may be elected to associate membership in the Wellesley chapter of Sigma Xi.

On recommendation of the faculty, the trustees award the title of Trustee Scholar to four seniors who intend to pursue graduate studies. The awards are made on a competitive basis; the title is honorary. In cases of financial need, stipends are awarded to the Scholars or, if not required by them, to alternates who need financial assistance. Applications and supporting credentials should be sent to the Secretary to the Committee on Graduate Fellowships by January 4.

Certain prizes have been established at the College for the recognition of excellence in a particular field. The selection of the recipient is made by the appropriate academic department; each award carries a small stipend or gift and usually bears the name of the donor or the person honored.

### Honors Awarded, 1981

In the Class of 1981, 82 students achieved the highest academic standing and were named Durant Scholars; an additional 210 students won recognition as Wellesley College Scholars for high academic achievement. The names of members of the Class of 1981 who were awarded other honors and prizes appear below. The names of juniors and underclassmen who won prizes in 1981 are also listed, followed by their class years.

### Departmental Honors

Hope Marian Anderson  
History

Catherine Anderton  
Political Science

Barbara Belding Ardan  
Studio Art

Donna Marie Ballman  
Political Science

Katharine Elizabeth Barnes  
Mathematics

Susan Barrows  
Biological Sciences

Kristin Jo Beard  
Biological Sciences

Anna Lisa Bergman  
Political Science

Julie Rae Block  
Religion

Mary Anne Borrelli  
Political Science

Greta Kay Brandstetter  
Biological Sciences

Susan Elizabeth Bullock  
English

Jane Theresa Cabral  
Psychology

Nancy Lynn Canter  
Psychobiology

Anne Elizabeth Capecci  
French

Rosalyn Delia Ceasar  
Psychology

Julia Wei-Yuen Chang  
Biological Sciences

Anita Jean Chawla  
Political Science

Kyuran Ann Choe  
Chemistry

Ann Marie Civetta  
Psychology

Nancy Lowther Codispoli  
History

Jennifer Lynn Colagiuri  
Economics

Francisca Copeland  
Spanish

Livia Margarita Corredor  
Philosophy

Frances Anne Croke  
Art History

Joy Roberta David  
Religion

Evelyn Byrd Davidheiser  
Political Science

Teresa Ann Deschanes  
Music

Georgine DiVirgilio  
History

Sharon Berniece Donzis  
Political Science

Janet Livingston Edmonds  
English

Cindy Ehrenfreund  
Biological Sciences

Lydia Marguerite Equitz  
English

Kathleen Ann Fairman  
Sociology

Victoria Lynn Farrington  
English

Allison Lund Feeley  
Psychobiology

Linda Maria Fioretti  
Biological Sciences

Rochelle Ivy Frank  
Psychobiology

Martha Beeman Friedman  
English

Nancy Elise Gabriel  
Chemistry

Harriet Carlton Goldweitz  
Art History

Frances Sara Lani Gotkowitz  
Art History

Lorraine Gray  
Religion

Melissa Green  
Religion

Catherine Grundmann  
Philosophy

Anne Marie Grunow  
Geology

Kathleen Lou Haggerty  
Biological Sciences

Tamara Joan Hardenbergh  
Biological Sciences

Elizabeth Ann Heilman Political Science	Debra-Jo Pachus Psychobiology
Sarah Ellen Hoover Art	Katherine Lynn Parker Biological Sciences
Susan Jean Hovde Physics	Diana Pecikyan English
Susan Lynn Howard Chemistry	Heather Stuart Richardson English
Allison Ann Van Dyke Hughes English	Mayra María Rodríguez Spanish
Yuri Imanishi Physics	Anna Maria Rotondi Molecular Biology
Elisa Mae Joseph Psychology	Mary Ryder Molecular Biology
Barbara Krueger Studio Art	Claudia Anita Sauermann History
Carol Ann Laham Political Science	Alexandra Schulz Studio Art
Paola Irene Lang French	Beth Sandra Shapiro Psychobiology
Lynn LiCalsi English	Alison Ronda Sherman Psychology
Dale Susan Loomis Political Science	Caroly Anne Shumway Biological Sciences
Nancy Ruth Lynn Psychology	Julia Ann Stern English
Jennifer Susan Maestre Art	Barbara Jean Sullivan Psychology
Lisa Beth Mausolf Art History	Ann Elizabeth Sutherland Biological Sciences
Jean Marie McCormick Art History	Kristin Diane Thompson Astronomy
Emma Catalano McGeachie Spanish	Anne Charlotte Turnburke Molecular Biology
Bethany Bradley Medrano Chemistry	Rosalie Ann Ulmer Biological Sciences
Mary Margaret Melilli Studio Art	Clare Urion Medieval/Renaissance Studies
Christine Miller Psychology	Nancy Ann Venditti Biological Sciences
Lorraine Joyce Miller History	Adele Rose Volta Philosophy
Linda June Moniz Mathematics	Jane Ogden Weber Anthropology
Diane Alvey Montllor Political Science	Sue Ann Mary Williams Biological Sciences
Cynthia Depp Morrow History	Jane Halsted Willson Physics
Anhar Mulla Political Science	Anne Marie Wiseman French
Ann Michi Nishizaka Political Science	Cornelia Tillman Woodrow French
Kathleen Marie O'Connell Political Science	Ingrid Jean Wysong Physics



## Phi Beta Kappa Elections —Class of 1981

Karen Baclawski  
 Mary Anne Borrelli  
 Leslie Suzanne Patterson Brown  
 Laura Margaret de Tullio Burton  
 Ruth Jiling Chang  
 Anita Jean Chawla  
 Wendy Hope Cohen  
 Jennifer Lynn Colagiuri  
 Francisca Copeland  
 Pamela Coravos  
 Gay Aynesworth Crosthwait  
 Deborah Saunders Davenport  
 Teresa Ann Deschanes  
 Frances Lee DiSavino  
 Sharon Berniece Donzis  
 Joan Helen Dugan  
 Claudia Jean Dumas  
 Mary Elizabeth Dussault  
 Elizabeth Leonard Fagerson  
 Kathleen Ann Fairman  
 Victoria Lynn Farrington  
 Mariane Ferme  
 Nancy Elise Gabriel  
 Lorraine Gray  
 Anne Marie Grunow  
 Janice Halpern  
 Susan Jean Hovde  
 Yuri Imanishi  
 Elisa Mae Joseph  
 Carol Ann Laham  
 Kristen Mary Lewis  
 Lynn LiCalsi  
 Nancy Ruth Lynn  
 Carol Ann Madden  
 Andrea Nikki Meyerhoff  
 Christine Miller  
 Cynthia Depp Morrow  
 Kathleen Marie O'Connell  
 Debra-Jo Pachus  
 Katherine Lynn Parker  
 Leslie Payton  
 Julie Ruth Peterson  
 Nicole Marie Provost  
 Lynn Virginia Riddle  
 Mary Ryder  
 Susy Sarfaty  
 Claudia Anita Sauermann  
 Doreen Dorothea Schmelz  
 Alison Nathania Schondorf  
 Beth Sandra Shapiro  
 Rachel Slonicki  
 Debra Lynn Solomon  
 Julia Ann Stern  
 Barbara Jean Sullivan  
 Ann Elizabeth Sutherland  
 Sarah Louise Swanson  
 Marcia Tsao-Ming Teng  
 Carol Ann Tompkins  
 Anne Charlotte Turnburke  
 Jane Ogden Weber  
 Elizabeth Frances Weil  
 Kathryn Mary Whitehead

Sue Ann Mary Williams  
 Gretchen Porter Wold  
 Ingrid Jean Wysong

## Sigma Xi

Katharine Elizabeth Barnes  
 Mathematics  
 Susan Barrows  
 Biology  
 Kristin Jo Beard  
 Biology  
 Greta Kay Brandstetter  
 Biology  
 Jane Theresa Cabral  
 Psychology  
 Nancy Lynn Canter  
 Psychobiology  
 Rosalyn Delia Ceasar  
 Psychology  
 Julia Wei-Yuen Chang  
 Biology  
 Kyuran Ann Choe  
 Chemistry  
 Ann Marie Civetta  
 Psychology  
 Ann Durbin  
 Biology  
 Cindy Ehrenfreund  
 Biology  
 Elizabeth Leonard Fagerson  
 Physics  
 Mildred Veronica Farmer  
 Chemistry  
 Allison Lund Feeley  
 Psychobiology  
 Linda Maria Fioretti  
 Biology  
 Rochelle Ivy Frank  
 Psychobiology  
 Nancy Elise Gabriel  
 Chemistry  
 Anne Marie Grunow  
 Geology  
 Kathleen Lou Haggerty  
 Biology  
 Tamara Joan Hardenbergh  
 Biology  
 Susan Jean Hovde  
 Physics  
 Susan Lynn Howard  
 Chemistry  
 Yuri Imanishi  
 Physics  
 Elisa Mae Joseph  
 Psychology

Nancy Ruth Lynn  
Psychology

Bethany Bradley Medrano  
Chemistry

Christine Miller  
Psychology

Linda June Moniz  
Mathematics

Helen Marie Moore  
Biology

Pamela Yvonne Morgan  
Biology

Claudia Dana Newcorn  
Psychology

Setha Margaret Olson  
Biology

Elba Milagros Pacheco  
Biology

Debra-Jo Pachus  
Psychobiology

Katherine Lynn Parker  
Biology

Anna Maria Rotondi  
Chemistry

Mary Ryder  
Chemistry

Beth Sandra Shapiro  
Psychobiology

Alison Ronda Sherman  
Psychology

Caroly Anne Shumway  
Biology

Barbara Jean Sullivan  
Psychology

Ann Elizabeth Sutherland  
Biology

Kristin Diane Thompson  
Astronomy

Anne Charlotte Turnburke  
Biology

Rosalie Ann Ulmer  
Biology

Nancy Ann Venditti  
Biology

Julia Arlene Whiteside  
Chemistry

Sue Ann Mary Williams  
Biology

Jane Halsted Willson  
Physics

Ingrid Jean Wysong  
Physics

Loretta Yam  
Chemistry

### Trustees Scholars

Mary Anne Borrelli  
for graduate study in *Political Science*

Sharon Berniece Donzis  
for graduate study in *Law*

Yuri Imanishi  
for graduate study in *Medicine*

Lorraine Joyce Miller  
for graduate study in *Law & International Affairs*

### Academic Prizes

*The Academy of American Poets Prize* is administered by the English Department for the Academy of American Poets. It is awarded each year for the best work of poetry by an undergraduate.

Susan Elizabeth Bullock

*The Lucy Branch Allen Prize* was given in 1934 by an anonymous friend in memory of Lucy Branch Allen of the Class of 1897, "to perpetuate the spirit of one who was endlessly generous; who loved everything that walks or flies, or scrambles in the world of out-of-doors; to whom the poetry of life was a perpetual joy." It is awarded in the field of Biological Sciences.

Jill Hamilton

*The Adelaide Niles Belyea Prize in Botany* was founded in 1974 and is awarded to a student who has exhibited general excellence in plant science.

No award in 1981.

*The Billings Performance Award in Music* was a gift from the estate of Robert C. Billings in 1903. This award is given in recognition of an outstanding contribution to the community through the performance of music.

Elizabeth Anne Hart

*The Billings Prize in Music.* A gift from the estate of Robert C. Billings in 1903, the income provides a prize in recognition of excellence in music studies.

Abigail Austin Thompson

*The Ralph H. Bollard Prize for Distinction in American History* was founded in 1961 by his daughter, Margaret Bollard Rogers, of the Class of 1930 to promote more surely the knowledge of, and interest in United States History.

Katherine Trumbull Stanis

*The Ralph H. Bollard Essay Prize in American History* was given by Margaret Bollard Rogers of the Class of 1930 for the best essay in the field of United States History.

Diane Alampi '83

*The Natalie V. Bolton Faculty Prize in Economics* was established to honor the memory of this distinguished alumna. Its purpose is to encourage good scholarship and analytical ability in the field of economics and is awarded to the student who has written the best economics paper during the year.  
Leslie Papke '82

*The Natalie V. Bolton Student Prize* is awarded annually to the economics major designated by her peers as an outstanding economist.  
Barbara Louise Rollinson

*The Davenport Performance Prize for Acting* was established in 1922 by George H. Davenport and is awarded to an undergraduate who has performed in an outstanding manner in one of the regularly scheduled college dramatic productions.  
Carolyn Anne Shumway

*The Joanna Mankiewicz Davis Prize for Fiction* was established in 1975 in her memory and is awarded for an outstanding work of fiction written by an undergraduate.

Marcia Ian C.E. (First Prize),  
Katherine Jessie Haas (Second Prize),  
Christine Miller (Third Prize)

*The Deborah W. Diehl Prize for Distinction in History* was established as a memorial by the friends and family of Deborah Diehl of the Class of 1973 to be awarded to the outstanding senior graduating in history chosen by vote of the faculty.

Hope Marian Anderson, Lorraine Joyce Miller

*The John Charles Duncan Prize in Astronomy* was established by former students and friends of John Charles Duncan, Professor of Astronomy. It is awarded for outstanding work in the field of astronomy.  
No award in 1981.

*The Allan Eister Award for Academic Excellence in Sociology* was founded in dedication to Allan Eister, Professor of Sociology, for his love of the intellectual life and his devotion to enhancing academic excellence in the liberal arts. It is awarded annually to the sociology major graduating with the very highest academic record in her sociology major.

Susan Buckley Harlor, Barbara Richardson Lewis

*The Erasmus Prize in History* was a gift from a member of the Class of 1920 and is awarded annually for the best piece of historical or political research presented by a senior.  
Leslie Suzanne Patterson Brown

*The Isabelle Eastman Fisk Performance Prize for Acting* was established in 1924 by Otis H.

Fisk of Cincinnati in honor of his daughter of the Class of 1923 and is awarded annually.  
No award in 1981.

*The Mary F. C. Gross Scholarship Prize* is awarded to the junior with the highest official scholastic record in her sophomore year.  
Theresa J. Thomas '83

*The Peggy Howard Economics Prize* was established by Anne and Gordon Howard, parents of the late Peggy Howard, Class of 1966 and Ph.D. in Economics from Yale. It is awarded to a senior economics major who has been accepted for graduate study.  
Anita Jean Chawla

*The Jacqueline Award in English Composition* was established by Eleanor and Rosamond Peck in memory of their sister Jacqueline, of the Class of 1934. It is awarded with particular reference to the ability of the student to write with delicacy and beauty of expression as well as power.

Susan Elizabeth Bullock (First Prize),  
Natalie Lynn Baturka (Second Prize)

*The Germaine Lafeuille Prize in French* was established by her colleagues in the French Department to show their respect and affection for Germaine Lafeuille on her retirement in 1975. It is awarded in alternate years for the best academic work which is submitted to a three person jury of department members or for work of a creative nature.

Stephanie Joanne Tournas,  
Rindala El-Khoury '83

*The Hubert Weldon Lamb Prize in Musical Composition* was established in 1976 in the Music Department to honor the accomplishments of Wellesley composers, past and present, and thereby encourage composition as a field of endeavor on the part of present and future Wellesley students.  
No award in 1981.

*The Mary C. Lyons Prize for Writing* was founded in 1978-79 by friends of Mary Lyons of the Class of 1935, former editor of the *Alumnae Magazine*. The prize is awarded to a senior and can be a story, a scholarly study, or an essay. It must reflect topical interest and show literary distinction.  
Donna Lee Lanham

*The Barnette Miller Foundation Prizes in History and Political Science*. They were established in 1980 as an essay contest in the field of international relations in the History and Political Science Departments to encourage interest and excellence in international relations studies.  
Seval F. Oz '83



*The Northeast Conference on the Teaching of Foreign Languages Award* recognizes excellence in the study of the Spanish language and Hispanic cultures.

Deborah Saunders Davenport

*The James Pappoutsakis Memorial Flute Scholarship* awarded annually to a student studying flute.

Elizabeth Leonard Fageron

*The Agnes F. Perkins Prize in English* was named for a former Professor of English. It is awarded for creative or critical prose.

Marcia Ian CE

*The Mary White Peterson Prize* was established in 1926 by the mother and husband of Mary White Peterson of the Class of 1908. It is awarded to a student "for evidence or promise, of exceptional ability to do independent work" in the field of Biological Sciences or Chemistry.

Nancy Ann Venditti

*The Plogsterth Award in Art* was established by W. Thomas Plogsterth, whose daughter Ann is a member of the Class of 1965, for outstanding work in art history, preferably to a senior.

Frances Sara Lani Gotkowitz

*The Royal Society of Arts London Silver Medal* is a silver medal awarded to a student who has a distinguished academic record directly concerned with art or application of art and/or science to industry and/or commerce, and who has played some significant part in student activities.

Carolyn Currey

*The Mayling Soong Foundation Prize* is awarded annually for the best paper submitted by students on any aspect, ancient or modern, of the anthropology, art, economics, history, literature, philosophy, politics, religion, sociology of or scientific development in East or South Asia.

Giovanna Virata '82 (First Prize),  
Virginia Burdet Penhune (Second Prize),  
Suzette Li-Ming Wu (Second Prize)

*The Mayling Soong Scholar* is an honorary award established to provide Wellesley with opportunities to contribute to the mutual understanding of East and West through academic study and continuing friendships.

Yuri Imanishi

*The Stern Prize*, established in 1980, is awarded to the Continuing Education student with the highest achievement in English studies.

Marcia Ian C.E., Patricia Rettew C.E.

*The Lewis Atterbury Stimson Prize in Mathematics* was founded in 1920 by

Candace C. Stimson of the Class of 1892 in honor of her father because of his love of mathematics. Its purpose is to promote the study of mathematics.

Katherine Elizabeth Barnes,  
Susan Jean Hovde, Linda June Moniz,  
Alison Nathania Schorndorf

*The Dudley Folk Templeton Memorial Prize* founded in 1979 is awarded annually to a Wellesley student for the best article, poem or story on a religious subject in the opinion of the senior ordained member of the faculty of the Department of Religion at Wellesley College.

Lorraine Gray

*The Virginia Wainwright Sonnet Prize* was established in 1963 by Virginia Wainwright and is awarded annually.

Vicki Hengen '82

*The Wall Street Journal Student Achievement Award* is given for an outstanding paper in modern politics.

Anne Crane Miller

*The Wellesley College Theatre Award* was established in 1977 by the Department of Theatre Studies enabled by the Katherine Brown Barrett Fund. It is awarded from time to time to that graduating student whom the faculty of the Department regards as having made a truly outstanding contribution to the life and work of both the Department and the Wellesley College Theatre production activities.

Betsy Burr '83

*The Ethel Howland Folger Williams Prize in German* was established in 1905 in her memory by her husband Horace D. Williams. The prize is awarded to a sophomore for excellence in German studies.

Nadia Miraca '84, Theresa Thomas '83,  
Karen Storz '83

*The Woodrow Wilson Prize in Political Science* was founded by Phillips Bradley, Assistant Professor of History at Wellesley College 1922-25. The prize is awarded to a senior for an outstanding paper in modern politics.

Cheryl Lynn Edwards, Michele Jeanne Sison

*The Florence Annette Wing Prize in Lyric Poetry* was established by her sister, Mable Wing Castle of the Class of 1887, in 1942 and is awarded annually for a lyric poem.

Susan Elizabeth Bullock (First Prize),  
Susan Clinkenbeard '83 (Second Prize)

*The Natalie Wipplinger Prize in German* was established in 1940 by former students of Miss Wipplinger teacher of German, at Wellesley College from 1904-1940. The prize is awarded to a junior or senior for outstanding work in German.

Teresa Ann Adams, Hania Teresa Niklas

# Academic Calendar 1981-82

## First Semester

New students arrive Thursday  
September 3

Orientation activities for new students Labor Day  
Weekend

Returning students arrive Saturday  
September 5

Classes begin Tuesday  
September 8

Fall recess begins (after classes) Friday  
October 9

Fall recess ends Tuesday  
October 13

Thanksgiving recess begins (after classes) Wednesday  
November 25

Thanksgiving recess ends Sunday  
November 29

Classes end Friday  
December 11

Reading period begins Saturday  
December 12

Examinations begin Monday  
December 14

Examinations end Tuesday  
December 22

No Examinations Saturday  
December 19  
Sunday  
December 20

Christmas vacation begins (after examinations) Tuesday  
December 22

Christmas vacation ends Tuesday  
January 5

Winter session begins Wednesday  
January 6

Winter session ends Friday  
January 29

## Second Semester

Classes begin Thursday  
February 4

Winter break begins (after classes) Wednesday  
February 24

Winter break ends Sunday  
February 28

Spring vacation begins (after classes) Friday  
March 19

Spring vacation ends Sunday  
March 28

Classes end Friday  
May 14

Reading/Examination period Saturday  
May 15  
through  
Wednesday  
May 25

Commencement Friday  
June 4





# Courses of Instruction

A semester course which carries one unit of credit requires approximately eleven hours of work each week spent partly in class and partly in preparation. The amount of time scheduled for classes varies with the subject from two periods each week in many courses in the humanities and social sciences to three, four, or five scheduled periods in certain courses in foreign languages in art and music, and in the sciences. Classes are scheduled from Monday morning through late Friday afternoon; examinations may be scheduled from Monday morning through late Saturday afternoon.

Prerequisites are given in terms of Wellesley courses, exemption examinations, AP scores, and "admission units." Admission units refer to the secondary school credits acquired in various precollege courses.

## Freshman-Sophomore Colloquia (150 courses) Directions for Election

For a general description see page . The colloquia have no prerequisites, although some are open only to freshmen. Each course counts as one unit, and may be elected to satisfy in part one of the distribution requirements. Since class sizes are limited, students ordinarily may not enroll in more than

one of these courses. They may, however, apply for more than one, indicating their preference. If a course is oversubscribed, the chairman or instructor, in consultation with the Class Dean, will decide which applicants will be accepted.

In 1981-82 colloquia are offered by the Departments of Art, Black Studies, English, History, Mathematics and Philosophy.

### Legend

Courses numbered:

#### 100-199

Grade I courses

#### 200-299

Grade II courses

#### 300-399

Grade III courses

### Units of Credit

Unless stated otherwise, a course is equal to one unit of credit.

#### (1)

Offered in first semester

#### (2)

Offered in second semester

#### (1) (2)

Offered in both semesters

#### (1-2)

Continued throughout the academic year. Unless specifically stated, no credit is awarded unless both semesters are completed satisfactorily.

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Numbers in brackets designate courses listed only in earlier catalogs.

\*

Not offered every year. Note: Unless specifically stated such courses will be offered in 1981-82.

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Course may be elected to fulfill in part the distribution requirement in Group A

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Course may be elected to fulfill in part the distribution requirement in Group B<sup>1</sup> or Group B<sup>2</sup> as designated

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Course may be elected to fulfill in part the distribution requirement in Group C

•

Absent on leave

•1

Absent on leave during the first semester

•2

Absent on leave during the second semester

3

Part-time instructor

# Anthropology

Professor:  
Shimony (Chairman)  
Assistant Professor:  
Kohl, Merry

## 104 (1) (2) Introduction to Anthropology

Consideration of man's place in nature. Brief survey of physical anthropology, archaeology and linguistics. Ethnological study of social and political systems, religion, and art. Examination of the nature of culture with examples primarily from non-Western societies.  
Open to all students.

Mrs. Shimony, Mrs. Merry

## 106 (1) (2) Introduction to Archaeology

A survey of the development of archaeology and a presentation of methods and techniques. Introduction to prehistoric cultural evolution from hominid sites in Africa to the rise of civilizations in the Old and New World. Students will have the opportunity to participate in field excavations.  
Open to all students.

Mr. Kohl

## 200 (1)\* Current Issues in Anthropology

An examination of current controversial issues in anthropology such as Race and Intelligence, Sociobiology, The Culture of Poverty, Neo-Colonialism.  
Open to sophomores, juniors, and seniors without prerequisite, and to freshmen with previous anthropological experience, and by permission of the instructor.

Not offered in 1981-82.

Mrs. Shimony

## 204 (1)\* Physical Anthropology

The origin of man as a sequence of events in the evolution of the Primates. This theme is approached broadly from the perspectives of anatomy, paleontology, genetics, primatology, and ecology. Explanation of the inter-relationship between biological and sociobehavioral aspects of human evolution, such as the changing social role of sex. Review of the human fossil record and the different biological adaptations of the polytypic species *Homo sapiens sapiens*.  
Open to all students.

Mr. Kohl

## 205 (2)\* Social Anthropology

A comparative approach to the study of social organization. Emphasis is placed on the influence of ecology and economy, and on the roles of kinship, marriage, politics, and religion in the organization of tribal societies.  
Prerequisite: 104 or Sociology 102 or by permission of the instructor.

## 206 (2)\* Heredity, Evolution, and Society

A study of the causes of human diversity — genetic, environmental, and social — and of the role of natural selection in the evolution of modern human populations. The concept of adaptation will be the unifying theme of the course. Topics for discussion will include the biological role of sex and aging, nature vs. nurture, the biological concept of race, and the political implications of genetics.  
Prerequisite: 104 or Sociology 102, or Biological Sciences 110 or by permission of the instructor.

Not offered in 1981-82.

## 210 (2) Racism and Ethnic Conflict in the United States and the Third World

A comparative view of racial and ethnic conflict in Western and non-Western societies, focusing on underlying social processes and barriers to intercultural communication. Topics for discussion include the history of American immigration, racial conflict in American neighborhoods, school busing, separatist movements, refugee problems, and the competition for subsistence in multi-ethnic nations.  
Prerequisite: 104 or Sociology 102, or one unit in Black Studies, political science or economics, or permission of the instructor.

## 217 (2)\* Economic Anthropology

Analysis of economic structures of non-Western societies in relation to our industrial capitalistic system. Concentration on substantive issues in economic anthropology, such as the debate on the applicability of formal economic theory to simpler societies, the nature and importance of the economic surplus, and problems of scarcity and development.  
Prerequisite: 104 or Sociology 102 or one unit of economics.

Not offered in 1981-82.

Mr. Kohl

**234 (2)\* Urban Poverty**

An anthropological analysis of urban poverty in the U.S. and the Third World. Cultural and structural interpretations of poverty. The strategies of the poor for coping with poverty. Ameliorating poverty as a problem in applied anthropology.

Prerequisite: 104 or Sociology 102, or one unit in political science, economics, or European history; open to juniors and seniors without prerequisite.

Not offered in 1981-82.

Mrs. Shimony

**236 (1)\* Ritual, Myth, and Symbol**

A study of the social dynamics of ritual, myth, and symbol in non-Western societies.

Evaluation of various conceptions of ritual and symbolic systems among nonliterate peoples. Readings assigned will include works from Frazer, Malinowski, Leach, Lévi-Strauss, Turner, and Geertz.

Prerequisite: 104 or Sociology 102 or by permission of the instructor.

Not offered in 1981-82.

**241 (2)\* Development of Archaeological Method and Theory**

An evaluation of current trends in archaeological method and theory. The concept of prehistory from the 19th century to the present, and the origins of modern theories of cultural evolution. Research on the analysis of archaeological materials through modern data-processing techniques. Prerequisite: 104 and 106 or by permission of the instructor.

Not offered in 1981-82.

Mr. Kohl

**242 (1)\* The Rise of Civilization**

A comparative survey of the emergence of the Early Bronze Age civilizations in Mesopotamia, Egypt, the Indus valley, and Shang China, as well as pre-Columbian developments in Mesoamerica and Peru. The course will examine ecological settings, technologies, and social structures of the earliest complex urban societies. Offered in alternation with 243.

Prerequisite: 106 or by permission of the instructor.

Not offered in 1981-82.

Mr. Kohl

**243 (2)\* Food Production: Origins and Development in the Old and New World**

An examination of the beginnings of agriculture and domestication of animals in the Old and New World and a discussion of the causes and effects of the "neolithic revolution." A survey of traditional subsistence systems throughout the world, such as swidden agriculture, pastoral nomadism, and Asian wet-rice cultivation, and an examination of their effect on social development and structure. Offered in alternation with 242.

Prerequisite: 104 or 106 or by permission of the instructor.

Mr. Kohl

**244 (1)\* Societies and Cultures of the Middle East**

Comparative study of political, economic, and other social institutions of several major cultures of the Middle East. Traditionalism vs. modernization. International conflict in anthropological perspective.

Prerequisite: 104 or Sociology 102, or one unit in political science, economics, or history.

Mr. Kohl

**245 (2)\* Societies and Cultures of Native South America**

A survey of the tribal, rural, and urban peoples of South America, with attention to their histories and current social conditions. Topics include ecology and village economies, male/female roles, race and social class, religious groups and mass movements.

Prerequisite: 104 or Sociology 102.

Not offered in 1981-82.

**269 (1)\* Sex Roles, Marriage, and the Family**

An exploration of the nature of sex roles and family life in a wide variety of non-Western societies. Investigation of attitudes toward birth, sex, marriage, parenthood, masculine and feminine temperament, and male and female dominance. Emphasis is on the ways in which kinship serves as the organizing framework in non-industrial societies.

Prerequisite: 104 or Sociology 102, or by permission of the instructor.



**270 (2)\* Political and Legal Anthropology**

A comparative anthropological analysis of political and legal systems in selected non-Western societies, using anthropological studies of faction-forming, political manipulation, and conflict resolution in small scale societies. Comparison of political roles of men and women.

Prerequisite: 104 or Sociology 102, or one unit of political science.

Not offered in 1981-82.

**301 (2) Anthropological Theory**

History of ethnological theory. Examination of current evolutionary and functional theories of culture. Discussion of the relationship between personality and culture. Problems of method in anthropology.

Prerequisite: 104 or Sociology 102, and two Grade II units, or permission of the instructor.

Mrs. Shimony

**308 (1-2) Seminar for Materials Research in Archaeology and Ethnology 2**

The role of materials and technologies in the development of ancient societies. The contribution which scientific analysis of archaeological artifacts and monuments makes to our understanding of the cultures that produced them. The focus is on lithics: their identification and production.

Determination of the history of lithic items through the study of their use-wear patterns and weathering. First semester includes weekly seminar and laboratory; second semester devoted to supervised laboratory projects by students. More detailed course description available in the Anthropology Department.

Open to juniors and seniors with permission of the instructor.

Mrs. Luedtke (U. Mass.), Mr. Kohl

**342 (1)\* Seminar on Native American Ethnology**

Selected topics concerning Native Americans. Ethnographic review of North American culture areas; problems of modern Indian communities; ethnic conflicts; sovereignty and legal questions. Native Americans in literature and art.

Prerequisite: same as for 301 or permission of the instructor.

Mrs. Shimony

**344 (1) Seminar. Archaeology of Southwest Asia**

A rotating seminar on the cultural history of four selected areas in Southwest Asia from the beginnings of food production through the appearance of written records. Reliance on primary archaeological site reports.

Prerequisite: 106 and two Grade II units or permission of the instructor; 242 or 243 are suggested but not required.

Not offered in 1981-82.

Mr. Kohl

**345 (2)\* Seminar in Urban Anthropology**

Comparative analysis of the nature of urbanism in the United States and non-Western societies. Topics for discussion include the nature of urban kinship and friendship, social networks, the decline of community, urban social disorder, crime, the role of urban courts, urban housing and gentrification, as well as migration and housing in the developing world.

Prerequisite: same as for 301, or one Grade I and two Grade II units in political science, or economics.

Mrs. Merry

**346 (2) Seminar on Social Anthropology**

Caste, Ritual, and Myth in India. This course will examine the caste system in India as well as some of India's major symbolic systems. An attempt will be made to reach a cultural understanding of the meanings of the social institutions and the symbolic systems. Other topics covered will be the place and meaning of religion; the place of the individual in hierarchical society; the indigenous categorization of male and female as seen in the kinship realm and in the sphere of gods and goddesses.

Prerequisite: same as for 301.

Not offered in 1981-82.

**350 (1) (2) Research or Individual Study 1 or 2**

Open by permission to juniors and seniors.

**370 (1-2) Thesis 2 to 4**

Open only to honors candidates.

## Cross-Listed Courses

**Extrdepartmental 114 (1)**

Introduction to Linguistics

For description and prerequisite see

Extrdepartmental 114.

## Directions for Election

Majors in anthropology must take eight courses (which may include courses from MIT's anthropology offerings), of which 104 and 301 are obligatory. In addition, at least one "methods" course is strongly suggested. Preferably this should be calculus or statistics in the mathematics department, or a computer science course, but it may also be the methods course offered by economics, psychology, or sociology (depending on the particular need and interest of the student).

Students may take Grade II and Grade III courses upon the presentation of either Sociology 102 or Anthropology 104, but anthropology majors may not substitute Sociology 102 for Anthropology 104.

## Art

### Professor:

O'Gorman<sup>•</sup>, Armstrong, Rayen, Wallace, Fergusson (Chairman), Janis

### Associate Professor:

Clapp<sup>•</sup>, Marvin, Adams<sup>3</sup>

### Assistant Professor:

MacNeil<sup>3</sup>, Harvey, Carroll<sup>•</sup>, Siebel, Freeman, Drew, Friedman, Davies, McDonald

### Instructor:

Grossman<sup>3</sup>, Strazdes<sup>3</sup>

### Lecturer:

Gabhart<sup>3</sup>, Fairbanks<sup>3</sup>, Trent<sup>3</sup>

The Department of Art offers courses in the history of art and in studio art. Some of the courses in art history include laboratory work in one or more media with which the course is concerned. One of the studio courses, 204, is a survey of the techniques of painting from the Middle Ages to the present, and is required of all art history majors. The department believes that laboratory training has great value in developing observation and understanding of artistic problems. However, no particular artistic aptitude is required, and the laboratory work is adjusted to the student's ability.

An art major may either concentrate in history of art or in studio art.

Stecher Scholarships are available to qualified students for the study of art abroad during the school year, Winter Session, or summer.

## History of Art

### 100 (1-2) Introductory Course 1 or 2

A foundation for further study in the history of art. The major styles in Western architecture, sculpture, and painting from ancient Egypt to the present are presented in lectures and in conference sections. Simple laboratory work requiring no previous training or artistic skill planned to give the student a greater understanding of artistic problems. One unit of credit may be given for 100 (1), but 100 (2) cannot be taken without 100 (1).

Open only to freshmen and sophomores.

The Staff

**120 (1) Themes and Meaning in Asian Art**

Topic for 1981-82: A study of selected artistic and architectural monuments of Asia and the ways in which they embody some of the major religious, philosophical, and social ideas of the Orient. The course will take a broad view of architecture, painting, and sculpture in Asia, and the works will be examined chiefly as symbols of their distinctive cultures. Open to all students.

**150 (2) Colloquium**

For directions for applying see p. 47. Open by permission to freshman and sophomore applicants. Limited to 15 students.

The eloquent object

An orientation to art using originals. Examination of the material properties of objects and the manner in which they may incorporate and express social, political, historical, literary, and aesthetic ideas. Extensive reading on art by poets, philosophers, and critics as well as art historians. Reading, conversation, writing and rewriting several short papers as well as field trips to Boston and Cambridge. A course in basic drawing or design to accompany this course is strongly advised but not required.

Ms. Janis

**200 (1)\* Classical Art**

Topic for 1981-82: Roman art. A survey of the arts of Imperial Rome. Principal focus on the period from Augustus to Constantine. Architecture, sculpture, and painting: the function of art in Roman society, the nature of Roman taste, and the influence of Roman art on later Western art. Topic for 1982-83: Greek art from the end of the Dark Ages to the death of Cleopatra.

Open to sophomores, juniors, and seniors who have taken 100 (1) or 215, or by permission of the instructor.

Miss Marvin

**201 (2)\* Egyptian Art**

A survey of Egyptian architecture, sculpture, painting and minor arts from 3000 to 31 B.C. The course will trace historically the development of ancient Egyptian style, stressing sculpture and painting.

Open to sophomores, juniors, and seniors, and to freshmen who have taken 100 (1).

Not offered in 1981-82.

Miss Marvin

**202 (1) Medieval Art**

Topic for 1982-83: Early Christian art—a survey of the formation of art and architecture to accord with the developing attitudes of the church and society from the catacombs to the revival under Charlemagne. Open to all students.

Not offered in 1981-82.

Mr. Fergusson

**203 (2) Cathedrals and Castles of the High Middle Ages**

A study of the major religious and secular buildings of the Romanesque and Gothic periods with emphasis on France and England. Attention will be given to the interpretation and context of buildings and to their relationship to cult, political and urban factors. Occasional conferences.

Open to all students.

Mr. Fergusson

**204 (1) (2) General Techniques Course**

A survey of significant technical material related to the history of Western painting from the Middle Ages to the modern period. Laboratory problems of purely technical nature requiring no artistic skill.

Prerequisite: 100 (1) and (2) or permission of the instructor. 204 or 209 (1) is required of all art history majors.

The Staff

**211 (2) Selected Topics in African, Oceanic and Pre-Columbian Art**

Topic for 1981-82: Arts of Black Africa. Style and iconography of sculpture and masking in relation to concepts of self, competition for power and the role of women; principles of African design and aesthetics.

Open to all students.

Ms. Adams



**214 (2) Art and Ideology**

Case studies of selected monuments from the 5th through the 20th centuries A.D. affording a survey of important phases in the development in Western Christian and secular iconography. The historical context and ideological function of these works will be analyzed, allowing the class to consider the problem of the generation and demise of symbolic codes for political legitimation and dissent.

Prerequisite: 100 (1) and (2) or 215 and 216.

Not offered in 1981-82.

Mrs. Carroll

**215 (1) European Art to the Renaissance**

The major movements in architecture, sculpture, and painting from ancient Egypt to c. 1400. Students attend course 100 lectures and are strongly urged to attend course 100 conferences. Reading and paper assignments differ from those of 100. Students will be assigned staff advisors.

Open only to juniors and seniors who have not taken 100.

The Staff

**216 (2) European Art from the Renaissance through the Nineteenth Century**

Western art from the Renaissance to the present with emphasis on painting, sculpture, and architecture. Students attend course 100 lectures and are strongly urged to attend course 100 conferences. Reading and paper assignments differ from those of 100.

Prerequisite: same as for 215.

The Staff

**219 (1) Painting and Sculpture of the Nineteenth Century**

A study of the painting and sculpture of the 19th century in Europe with concentration on France. Special emphasis on the relationship of academic ideals to emerging individualism and on the social context of style.

Open to sophomores who have taken 100 (1) and (2), by permission of the instructor to freshmen who are taking 100, and to juniors and seniors without prerequisite.

Ms. Janis

**220 (1) Painting and Sculpture of the Later Sixteenth and Seventeenth Centuries in Southern Europe**

A study of Italian and Spanish painting and sculpture from early Mannerism through the late Baroque. Among the principal artists studied are Michelangelo, Il Rosso Fiorentino, Pontormo, Parmigianino, Tintoretto, El Greco, the Carracci, Caravaggio, Bernini, Pietro da Cortona, Ribera, Velasquez, Tiepolo.

Open to sophomores who have taken 100 (1) and (2), and to juniors and seniors without prerequisite.

Mr. Wallace

**221 (2) Northern Art: Sixteenth to Eighteenth Centuries**

French, Flemish, Dutch and English art from the school of Fontainebleau through Hogarth. Special emphasis given to the work of Pieter Brueghel the Elder, Rubens, Rembrandt, Poussin and Watteau.

Prerequisite: same as for 220.

Mr. Wallace

**224 (1-2) Modern Art 1 or 2**

Painting, sculpture, and the related arts of the 20th century. One unit of credit may be given for either semester. Background reading is required if elected in second semester only.

Prerequisite: 100 (1) and (2), or 216, or 219, or permission of the instructor.

Ms. Freeman

**225 (1) Cinema**

Detailed analysis of selected fiction and nonfiction films. Classics of world cinema, products of the Hollywood studio system, documentary features and shorts, and the work of controversial experimental and *avant garde* filmmakers. Emphasis on class discussion and numerous short papers.

Open to all students.

Not offered in 1981-82.

**226 (1) History of Afro-American Art**

A survey of Afro-American art from colonial times to the present. Special attention will be given to the relationship between Afro-American art and social and cultural conditions in America.

Open to all students.

Not offered in 1981-82.

**228 (2) Nineteenth- and Twentieth-Century Architecture**

A survey of the major movements in architecture in Europe and the United States from Neo-Classicism to the present.  
Prerequisite: same as for 220.

Ms. Friedman

**231 (1) The Art of the English Colonies and the United States to the Civil War**

A survey of American art from the colonial period to the Civil War. Attention given to the relationship between art and the social history and literature of the time.  
Prerequisite: 100 (1) and (2).

Ms. Strazdes

**232 (2) Art in the United States from the Civil War to World War II**

American art from the Civil War to the foundation of the New York School. Attention given to the relationship between art and the social history and literature of the time.  
Prerequisite: same as for 231.

Ms. Strazdes

**233 (1) Domestic Architecture and Daily Life**

A survey of European and American houses, their design and use from the late Middle Ages to the present. Economic and social conditions will be stressed, with particular attention to changes in family structure and the role of women. The use of rooms and furnishings will also be discussed.  
Open to all students.

Ms. Friedman

**248 (1) Chinese Art**

Survey of the major artistic traditions of China through monuments of the Bronze Age, Buddhist sculpture, and painting from the Han to the Ch'ing Dynasty.  
Open to all students who have taken one unit either in the history of art, or in Asian history or religion, or by permission of the instructor.

**249 (2) Far Eastern Art**

Topic for 1981-82: Japanese art. An introduction to the sculpture and pictorial arts of Japan from the early Buddhist period through the 18th century woodblock print.  
Prerequisite: same as for 248.

**250 (1)\* From Giotto to the Art of the Courts**

Italian painting and sculpture from 1260-1420; and the art of the International Style in Northern Europe in the later 14th century. The great narrative tradition in Italian sculpture and painting: Nicola and Giovanni Pisani, Giotto and Duccio; the Sienese painters Simone Martini and the Lorenzetti in the context of the emergent Italian city state; the spread of the International Gothic Style through the Valois courts (the Limbourg Brothers and the Duc de Berry) and its later impact in Italy on Ghiberti and Gentile da Fabriano.

Open to sophomores who have taken 100 (1) and to juniors and seniors without prerequisite.

Ms. Armstrong

**251 (2) Italian Renaissance Art**

Painting and sculpture in Italy in the 15th and early 16th centuries. Topics included in this survey are: the formation of the Early Renaissance style by Masaccio, Donatello, and Ghiberti; the development of sculpture in relation to architecture in Luca della Robbia; Medici patronage; the spread of the Renaissance outside of Florence by Piero della Francesca, Mantegna and Bellini; and the formation of the High Renaissance by Leonardo, Raphael, and Michelangelo.  
Prerequisite: same as for 250.

Ms. Armstrong

**254 (1)\* Art of the City: Medieval, Renaissance, and Baroque**

Aspects of the history of urban form, and of art in public areas of the city in the medieval, Renaissance, and Baroque periods. Analysis of various urban types such as medieval market towns, ideal city plans in the Renaissance, and innovations in city planning in the 17th century. Attention will be given to sculptural programs designed to enhance public spaces and buildings.  
Open to sophomores who have taken 100 (1) and (2), or 202 or 203 or 250 or 251, to juniors and seniors without prerequisite, or by permission of the instructor.

Not offered in 1981-82.

Ms. Armstrong

**304 (2)\* Problems in Italian Sculpture**

Topic for 1980-81: Italian Renaissance sculpture. The works of major Italian sculptors of the 15th and 16th centuries will be stressed. Topics to be considered will include: the formation of the Early Renaissance style in sculpture by Donatello and Ghiberti; patterns of patronage and its effect on sculptors such as Luca della Robbia and Verrocchio; Michelangelo, Sansovino, and the High Renaissance; and the Mannerist sculpture of Benvenuto Cellini and Giovanni Bologna.

Open to sophomores who have taken 220 or 251, to juniors and seniors who have taken or are taking a Grade II unit in history of art, or by permission of the instructor.

Not offered in 1981-82.

Ms. Armstrong

**305 (2) The Graphic Arts**

A history of prints and visual communication from the time of Gutenberg to the present alternating between the achievements of great masters such as Dürer, Rembrandt, Goya, Picasso, and the proliferation of popular imagery and ephemera leading to the invention of photography. Emphasis is on class participation and the examination of originals. Required laboratory. Limited to 18. Open only to seniors.

Ms. Janis

**306 (1) History of Photography**

A seminar treating the language of photography and its peculiar formal code. Treats work by amateurs as well as professionals and artists in 19th and 20th century France, England, and America. Topics range from problems of realism and documentary to what constitutes art in photography. Students will also learn how photography has affected the study of art history. Emphasis is on student discussion, writing and rewriting from originals. Laboratory is not only required but constitutes a fundamental aspect of this course. Limited to 20 students. Open to juniors and seniors who have taken 219 or 305.

Ms. Janis

**309 (1)\* Renaissance and Baroque Architecture**

The Early and High Renaissance, Mannerist, and Baroque styles of the 15th through the 18th centuries, with particular emphasis on Italy.

Open to sophomores who have taken 251, to juniors and seniors who have taken or are taking one Grade II unit in the department, or by permission of the instructor.

Not offered in 1981-82.

Ms. Friedman

**311 (1)\* Northern European Painting and Printmaking**

Painting and printmaking in Northern Europe from the late 14th through the 16th centuries. Emphasis on Jan van Eyck, Rogier van der Weyden, Bosch, Dürer, and Pieter Brueghel the Elder.

Open to sophomores who have taken 202 or 251, to juniors and seniors who have taken or are taking one Grade II unit in the department, or by permission of the instructor.

Not offered in 1981-82.

Mrs. Carroll

**312 (2)\* Problems in Nineteenth- and Early Twentieth-Century Art**

A study of special problems of interpretation in 19th- and early 20th-century art. Romantic imagery, interpretations of Manet, photography and painting, historicism, origins of abstraction. Emphasis on extensive reading and class discussion. Prerequisite: 219 or permission of the instructor.

Not offered in 1981-82.

Ms. Janis

**320 (1) American Art and Artifact: The Seventeenth Century**

The course will be taught at the Museum of Fine Arts in Boston using its collection as primary documents of historical technologies, styles, and social structures. European sources for Late Medieval and Mannerist styles in the decorative arts will be examined, as will the demography of immigrant craftsmen who transmitted the styles to the New World. Requirements include catalogue entries, brief essays, class reports, a brief research paper, and a written final examination. Limited to ten students. Prerequisite: 100 (2) or 231, or by permission of the instructor.

Mr. Trent



**330 (2) Seminar. Italian Art**

Topic for 1981-82: Venetian art and culture 1450-1570. Venetian painting, architecture, and patronage in the Renaissance. Consideration of historical, literary, and musical topics. Commissions executed by the painters Bellini, Carpaccio, Giorgione, Titian and Tintoretto, as well as the architecture and urban projects of Sansovino and Palladio. Prerequisite: any Grade II or Grade III course in Renaissance art or history, or by permission of the instructor.

Ms. Armstrong

**331 (1)\* Seminar**

Ordinarily a different topic each year. Open to juniors and seniors by permission of the instructor.

Not offered in 1981-82.

**332 (2)\* Seminar. Medieval Art**

Topic for 1980-81: The cathedrals of England. The seminar will focus on selected problems in art, architecture, programming, cult and usage in six cathedrals: Winchester, Durham, Canterbury, Salisbury, Lincoln, and Westminster Abbey.

Open by permission of the instructor.

Not offered in 1981-82.

Mr. Ferguson

**333 (1) Seminar**

Painting and printmaking in 18th and 19th century England. Special emphasis on English landscape art and the work of Wenceslaus Hollar, William Hogarth, Thomas Gainsborough, Joseph Wright of Derby, William Blake, and Samuel Palmer. Frequent visits to museums and collections in the area and to the Yale Center for British art.

Open to students who have taken 220, 221 or 305, or by permission of the instructor.

Mr. Wallace

**334 (2)\* Seminar. Problems in Archaeological Method and Theory**

Tell el-Amarna, the city of Akhenaten. An examination of the art and architecture associated with Egypt's heretic Pharaoh and the life of the city that was his new capital. Open by permission of the instructor.

Miss Marvin

**335 (1) Seminar. Modern Art**

Topic for 1981-82: Art Today. Close study of such diverse recent manifestations as pop art, color field abstraction, minimalism, conceptual art, process and performance art, and photo realism occurring in America and Europe since abstract expressionism. Frequent visits to museums, galleries, collections and presentations by contemporary artists. 224 provides a thorough art history background for this course and is recommended; enthusiasm for engaging the important issues raised by recent art in our culture is essential. Open by permission of the instructor.

Ms. Freeman

**336 (1) Seminar. Museum Problems**

An investigation of the history and structure of the museum, the philosophy of exhibitions and acquisitions, and the role of the museum in modern society, combining the theory and practice of all aspects of museum work. Problems of conservation, exhibition, acquisition, publication, and education will be discussed. If the museum schedule permits, students will be involved in the planning and mounting of an exhibition. Visits to museums and private collections in the area will be arranged. Limited enrollment.

Open by permission of the instructor to junior and senior art majors.

Ms. Gabhart

**337 (2)\* Seminar. Chinese Art**

Painting of the Ming Dynasty literati masters, the origins of their art in Sung and Yuan, and their relation to the Che School.

Open by permission of the instructor.

Not offered in 1981-82.

Mrs. Clapp

**340 (2) Seminar. American Art and Artifact: The Eighteenth Century**

European sources for Baroque, Rococo, and Neo-classical styles in the decorative arts, the indigenous craft traditions and continued immigration of European craftsmen. Taught at the Museum of Fine Arts in Boston using its collection as primary documents of historical technologies, styles, and social structures. Requirements include catalog entries, brief essays, class reports, a brief research paper, and a written final examination. Limited to 10 students. Prerequisite: 100 (2) or 231, or by permission of the instructor.

Mr. Fairbanks

**345 (1) (2) Seminar. Historical Approaches to Art for the Major**

Comparative study of the major art historical approaches and their philosophical bases: connoisseurship, iconography, theories of the evolution of art, theories of style, psychoanalysis and art, psychology of perception, and theories of art criticism. Strongly recommended to all art majors. Open to juniors and seniors who have taken or are taking one Grade II unit in the department.

Ms. Freeman (1), Ms. Friedman (2)

**350 (1) (2) Research or Individual Study 1 or 2**

Open to qualified students by permission of the instructor and the chairman of the department.

**370 (1-2) Thesis 2 to 4**

Open only to honors candidates.

**Boston Museum of Fine Arts Seminar**

A limited number of qualified students may elect for credit seminars offered by the curators of the Boston Museum of Fine Arts. These are held in the museum and use objects from the collections for study. For enrollment procedures, consult the department chairman. Seminar topics to be offered in 1981-82 to be announced.

**Cross-Listed Courses****Anthropology 308 (1-2) 2**

Seminar for Materials Research in Archaeology and Ethnology  
For description and prerequisite see Anthropology 308.

**Greek 228 (1)**

Reflections on the Search for Alexander  
For description and prerequisite see Greek 228.

**Directions for Election****History of Art**

An art major concentrating in history of art must elect both semesters of 100 (unless an exemption examination is passed), or 100 (1) and 150; 204 or the first semester of 209 (not the second semester), and at least five further units in history of art. For distribution, students must elect at least one unit each in three of the following six areas of specialization: ancient, medieval, Renaissance, Baroque and 18th century, 19th and 20th centuries, non-Western art. Art 345 and 305 may not be used to meet this distribution requirement. If approved by the chairman, courses elected at other institutions may be used to meet the distribution requirement. Although the department does not encourage over-specialization in any one area, by careful choice of related courses a student may plan a field of concentration emphasizing one period or area, for example, medieval art or oriental art. Students interested in such a plan should consult the chairman of the department as early in the freshman or sophomore year as possible.

Students planning to major in history of art should plan to take 204 or 209 (1) in the second semester of the sophomore year or in the first semester of the junior year.

Art 345 is strongly recommended for all majors, especially those who are considering graduate study in history of art.

A reading knowledge of German and French, or Italian, is strongly recommended for majors.

Students intending to major in art history whose high school preparation does not include a thorough grounding in history should take History 100 and 101. They should also consult the Catalog carefully for other courses in history as well as in literature, religion, philosophy, and music, which will be relevant to their interests.

Students interested in graduate study in the field of conservation of works of art should consult with the chairman of the department regarding chemistry requirements for entrance into conservation programs. Ordinarily at least two semesters of chemistry at the college level should be elected.

The attention of students is called to the interdepartmental major in classical and Near Eastern archaeology, and in medieval/renaissance studies.

## Studio Courses

Studio courses meet twice a week for double periods.

### 105 (1) (2) Drawing I

Introductory drawing with emphasis on basic forms in spatial relationships. Stress on the essential control of line in a variety of media. Open to all students.

The Staff

### 108 (1) (2) Photography I

Photography as a means of visual communication. Problems dealing with light, tonal values, two- and three-dimensional space, documentary and aesthetic approaches to the medium. Emphasis on printing and critical analysis of photographs. Limited enrollment.

Open by permission of the instructor.

Ms. MacNeil

### 204 (1) (2) General Techniques Course

A survey of significant technical material related to the history of Western painting from the Middle Ages to the modern period. Included are laboratory problems of purely technical nature requiring no artistic skill. Prerequisite: 100 (1) and (2) or permission of the instructor. 204 or 209 (1) is required of all art history majors.

The Staff

### 205 (1) (2) Painting I

A study of basic forms in plastic relationships in a variety of media.

Prerequisite: 105 or 209 (1-2), or permission of the instructor.

Ms. Harvey (1), Mr. Rayen (2)

### 206 (1) Drawing II

Problems dealing with the realization through graphic media of form, light, and volume. Students will be required to establish and work out an individual project during the second part of the course.

Prerequisite: 105.

Ms. Harvey

### 207 (1) (2) Sculpture I

An introduction to sculpture through basic problems as well as modeling from the figure utilizing various materials such as clay, wax, plaster, wood, and metal. The student will be introduced to lost wax and sand casting in bronze and aluminum. Studio fee for materials: \$30.

Prerequisite: 105 or 209 (1-2) or permission of the instructor.

### 208 (2) Photography II

The development of one's personal photographic vision through intensive technical and aesthetic studies in photography. Each student works in either book or portfolio form exploring relationships between photographers and/or between photographs and words. Study of the work of master photographers and various forms of the photographic book. Limited enrollment. Prerequisite: 108 or permission of the instructor.

Ms. MacNeil

### 209 (1-2) Basic Design 1 or 2

Consideration of a series of interrelated problems in two-dimensional and three-dimensional design intended to develop both observational and formal skills. Techniques of drawing, sculpture, painting, and graphic design.

Open to all students. One unit of credit may be given for the first semester. Semester II requires Semester I.

Mr. Drew

### 210 (1) Color

Basic problems in the interaction of color. Special attention will be given to considerations of value, intensity and the natural mutability of hue.

Open to all students.

Mr. Rayen

### 212 (2) Printmaking

Instruction in the monotype and basic intaglio techniques including line and aquatint etching, lift ground etching, and engraving. Studio fee for materials: \$30.

Prerequisite: 105 or 209 (1-2), or permission of the instructor.

### 307 (1) (2) Sculpture II

The advanced development of sculpture concepts through problems dealing with construction, abstraction, imagery, and the figure. Emphasis on foundry techniques. Studio fee for materials: \$30.

Prerequisite: 207 or permission of the instructor.

### 315 (2) Painting II

Continuing problems in the formal elements of pictorial space, including both representational and abstract considerations in a variety of media.

Prerequisite: 105 and 205.

Ms. Harvey

**\*316 (2) Life Drawing**

Intensive analysis of anatomy, perspective, composition, chiaroscuro, with direct visual observation of the model.

Prerequisite: 105.

Mr. Drew

**317 (2) Seminar. Problems in the Visual Arts**

Concentrated study of individual problems in a variety of media. Each student will be required to formulate a specific project to pursue throughout the semester. Emphasis will be given to group discussions and criticisms on a regular weekly basis. The attention of all studio majors is drawn to this course; it is especially recommended as advanced preparation for those who are contemplating a 350 or 370 project.

Prerequisite: 206, 307, 315 or 316, or permission of the instructor.

Mr. Rayen

**350 (1) (2) Research or Individual Study 1 or 2**

Open to qualified students by permission of the instructor and the chairman of the department.

**370 (1-2) Thesis 2 to 4**

Open only to honors candidates.

**Applied Arts Program**

In addition to the regular studio curriculum, a separately funded program makes it possible to offer one noncredit course each year in such fields as metal casting and enameling, ceramics, woodworking, and weaving. Topic for 1981-82: ceramic tile making.

**Directions for Election****Studio Art**

An art major concentrating in studio art must elect 100 (1 and 2), 105, 209 (1 and 2), plus a minimum of four additional Grade II or Grade III units in studio art. Course 100 is counted toward the degree but not toward the major. Since the department believes in the importance of an understanding of the history of art, the attention of students is drawn particularly to 224 (1 and 2) and 219 (see History of Art).

For students particularly interested in design, attention is further drawn to Theatre Studies 206.

# Astronomy

Professor:

Birney\*

Assistant Professor:

Little<sup>3</sup>, Little-Marenin<sup>3</sup>, Hagen (Chairman), French<sup>3</sup>

**103 (1) (2) Introduction to Astronomy**

Relationships of earth and sky; the solar system, stars, and galaxies. Two periods of lecture and discussion weekly with a third period every other week; laboratory in alternate weeks, and unscheduled evening work at the Observatory for observation and use of the telescopes.

Open to all students.

The Staff

**203 (2) Recent Developments in Astronomy**

Contemporary topics in optical, radio, and space astronomy. Topics include cosmology, pulsars, quasars, black holes, exploration of the planets, and extraterrestrial communication.

Prerequisite: 103.

Ms. Hagen

**204 (1) Introduction to Astrophysics**

The physical principles behind the analyses of stars, interstellar matter and galaxies.

Prerequisite: 103 and Physics 106 or 110 taken previously or concurrently.

Mr. French

**206 (1) Basic Astronomical Techniques I**

Visual and photographic use of the telescopes. Optics applied to astronomical instruments. Astronomical coordinate systems. Spherical trigonometry. Conversion of time and use of Ephemeris. Star catalogs. Photometry.

Prerequisite: 103 and a familiarity with trigonometric functions.

Mr. Little

**207 (2) Basic Astronomical Techniques II**

Measurement of stellar radial velocities. Spectroscopy. Classification of stellar spectra. Applications of the Method of Least Squares and statistical methods. The semester's work includes an independent project at the telescope.

Prerequisite: 206 and some familiarity with calculus.

Ms. Little-Marenin



**302 (2)\* Galactic Structure**

Distribution and kinematics of the stellar and nonstellar components of the galaxy. Galactic rotation, problems of spiral structure, the galactic nucleus, the halo. Comparisons with other galaxies.

Prerequisite: 204 and Mathematics 116.

Not offered in 1981-82.

Mr. Birney

**304 (1) Stellar Atmospheres and Interiors**

The formation of continuous and line spectra in stellar atmospheres. An introduction to stars with unusual spectra. The structure of and energy generation in stellar interiors. Stellar evolution.

Prerequisite: 204 and Mathematics [201] or 215. Physics 204 or [200] is recommended.

Ms. Hagen

**307 (2)\* Planetary Astronomy**

Study of the properties of planetary atmospheres, surfaces and interiors with emphasis on the physical principles involved. Topics covered include the origin and evolution of the planetary system, comparison of the terrestrial and giant planets, properties of minor bodies and satellites in the solar system and inadvertent modification of the earth's climate. Recent observations from the ground and from spacecraft will be reviewed.

Prerequisite: 204 and Physics 106 or 110 or permission of the instructor for interested students majoring in geology or physics.

Mr. French

**349 (1)\* Selected Topics**

Topics in previous years have included Variable Stars, Galaxies, Stars of Special Interest.

Open by permission of the instructor.

Not offered in 1981-82.

Ms. Hagen

**350 (1) (2) Research or Individual Study 1 or 2**

Open to juniors and seniors by permission.

**370 (1-2) Thesis 2 to 4**

Open only to honors candidates.

## Cross-Listed Courses

**Mathematics 205 (1) (2)**

Multivariable Vector Calculus

For description and prerequisite see Mathematics 205.

**Physics 202 (1)**

Optical Physics

For description and prerequisite see Physics 202.

**Physics 204 (2)**

Modern Physics

For description and prerequisite see Physics 204.

## Directions for Election

The following courses form the minimum major: 204, 207; Mathematics [201], 205 or 210; Physics [200], 202 and 204; two Grade III courses in astronomy and an additional Grade III course in astronomy or physics. Extradepartmental 110 and 216 are strongly recommended. In planning a major program students should note that some of these courses have prerequisites in mathematics and/or physics. Additional courses for the major may be elected in the Departments of Physics, Mathematics, and Astronomy.

A substantial background in physics is required for graduate study in astronomy.

A student planning to enter graduate school in astronomy should supplement the minimum major with courses in physics, including Physics 306 and, if possible, other Grade III work. The student is also urged to acquire a reading knowledge of French, Russian, or German.

See p. 7 for a description of Whiting Observatory and its equipment.

# Biological Sciences

Professor:

Widmayer•, Allen (Chairman), Coyne

Associate Professor:

Webb•2

Assistant Professor:

Williams, Harris, Eichenbaum, Hirsch•, Hendricks, Raper, Smith, Langman•2, Richards

Instructor:

Standley

Laboratory Instructor:

Muise, Dermody, Cooper, Hall, Hacopian

Unless otherwise noted, all courses meet for five periods of lecture, discussion, and laboratory weekly, except for seminars that meet for two periods.

## 108 (2) Horticultural Science

Fundamentals of cultivation and propagation of plants, the effects of chemical and environmental factors on their growth, and methods of control of pests and diseases. Laboratory includes work in the field and in the greenhouses. Not to be counted toward the minimum major in biological sciences. Open to all students.

Ms. Standley, Ms. Richards, Mrs. Muise, Mrs. Dermody

## 109 (1) Human Biology

Study of anatomy and physiology of man. Some work on human genetics, nutrition, and immunology. Two lectures weekly with a double period every other week for demonstration-discussions. Does not meet the laboratory science distribution requirement. Not to be counted toward the minimum major in biological sciences. Open to all students except those who have taken 111 or [100].

Mr. Eichenbaum, Mr. Langman

## 110 (1) Introductory Biology I

Eukaryotic and prokaryotic cell structure, chemistry, and function. Cell metabolism, genetics, cellular interactions and mechanisms of growth and differentiation. Open to all students.

Mr. Harris, Mr. Hendricks, Mr. Williams

## 111 (2) Introductory Biology II

Major biological concepts including the evolution, ecology, and the structure function relationships of multicellular plants and animals.

Open to all students.

Mrs. Coyne, Mr. Harris, Mr. Eichenbaum

## 200 (2) Cellular Physiology

Intensive study of cell function, physical characteristics of cells, energy metabolism and metabolic pathways, irritability of cells, membranes and membrane transport, evolution of enzyme systems, control mechanisms.

Prerequisite: 110 or [101] and 111 or [100] and one unit of college chemistry.

Mrs. Allen, Mr. Harris, Mr. Hendricks, Ms. Cooper

## 201 (1) Ecology

An introduction to ecosystem structure and development, including population and community ecology, intraspecific and interspecific relationships among organisms, and biogeography. Emphasis on evolutionary aspects of ecology. Laboratory emphasis on field work and reduction and presentation of quantitative data.

Prerequisite: 111 or [100] or permission of the instructor.

Mr. Williams, Ms. Standley

## 202 (1) Comparative Anatomy

A systems approach to the study of chordate anatomy emphasizing the relationship between embryology, structure and function which lead to an understanding of evolutionary trends within the vertebrate group as a whole. Laboratory dissection of a variety of chordates from the lamprey to the monkey.

Open to students who have taken 111 [100] or 109 or one semester of college biology, and to juniors and seniors without prerequisite.

Not offered in 1981-82.

## 203 (1) Comparative Physiology

A comparative approach to the study of physiological systems with a concentration on vertebrates. Emphasis will be placed on the physiological adaptations to the environment. Topics for consideration will be salt and water metabolism, respiratory and circulatory control, temperature regulation, sensory perception and endocrine control mechanisms.

Prerequisite: Biology 111, 109 or AP biology and juniors and seniors with permission of the instructor.

Mrs. Coyne, Mr. Langman

**205 (1) Genetics**

Principles of inheritance, structure and function of hereditary informational molecules, application of genetic principles to biological problems. Laboratory and lecture material selected from plant, animal, microbial, and human studies.

Prerequisite: 110 or [101] or by permission of the instructor.

Ms. Raper, Mrs. Dermody, Mrs. Hall

**206 (1) Histology-Cytology I: Cell and Tissue Structure**

The microscopic organization of animal cells and tissues. Ultrastructural and cytochemical features considered, especially in relation to functional activity. Laboratory study includes direct experience with selected histological and histochemical techniques.

Prerequisite: 110 or [101].

Mr. Smith

**207 (2) Nonvascular Plants**

Biology of algae, liverworts, and mosses. Laboratory includes microscopic observations of a diversity of genera and culturing of selected specimens.

Prerequisite: 111 or [100] or the equivalent or by permission of the instructor.

Not offered in 1981-82.

**208 (2) Systematics of Vascular Plants**

Introduction to classification and evolution of ferns, gymnosperms and angiosperms.

Laboratories will emphasize field study and identification of common plant families and flora of New England.

Prerequisite: 111 or permission of the instructor.

Ms. Standley

**209 (1) Microbiology**

Introduction to bacteriology, virology, and immunology. A detailed consideration of biological principles which characterize the microbial world. The microbiology of infectious disease and unique features of microorganisms will also be considered.

Prerequisite: 110 or [101] and one unit of college chemistry.

Mr. Hendricks

**210 (2) Invertebrate Zoology**

Comparative study of the major invertebrate groups emphasizing evolutionary trends and adaptations to the environment. Includes investigation of structure and function and field studies of ecological relationships.

Prerequisite: 111 or [100] or the equivalent.

Mr. Williams

**212 (1) Fundamentals of Plant Structure**

Study of how plants are constructed starting with the cell, leading to the organization of cells into tissues and the grouping of the tissues into the organs of the plant: leaf, stem and root. The development of the various plant structures as well as their adaptations to specific environments will also be considered. A brief survey of the vascular plants is included to illustrate evolutionary changes of plant structure. Laboratory includes light microscopy and related techniques and observation of prepared plant specimens and living material from the greenhouses.

Prerequisite: 111 or [100] or the equivalent or by permission of the instructor.

Ms. Richards

**213 (1) Introduction to Psychobiology**

An introduction to the study of the relationship between the nervous system and behavior with particular emphasis on the structure and function of the nervous system. Topics include basic neuroanatomy and neurophysiology, and brain mechanisms involved in such aspects of behavior as emotion, language, motivation, memory, sensation, and cognition. Emphasis on comparison of experiments with animal and human subjects in an effort to shed light on human cognitive functions. Laboratory.

Prerequisite: Psychology 101, and Biology 111 or [100] or 109.

Mrs. Koff, Mr. Eichenbaum

**214 (2) Research Methods in Neurobiology**

Specific research topics in neurobiology will be selected, presented and discussed by the instructor and students in a seminar format. Possible topics include development of the nervous system, comparative neurology, neuroendocrinology, neuromodulators, small nervous systems, and sociobiology. Laboratory exercises will focus on advanced techniques in small animal surgery, electrophysiology and new methods in histology as they are applied to research problems. The course will meet for one two-and-one-half hour seminar and one three-and-one-half hour laboratory per week.

Prerequisite: Biology 213 and permission of the instructor.

Mr. Eichenbaum

**216 (2) Concepts in Growth and Development**

Introduction to principles governing the growth and development of organisms.

Lectures and laboratory integrate the use of plant, animal and microbial systems to illustrate concepts of development from the molecular to the gross morphological level. Prerequisite: 110 or [101] and 111 or [100] or permission of the instructor.

Ms. Raper, Ms. Richards

**302 (2) Animal Physiology**

A study of organ systems in vertebrates. Half of this course will cover topics in cardiovascular, respiratory, digestive, excretory, and endocrine physiology. The other half will cover sensory, neural, and muscle physiology. Students gain experience in the use of various physiological measuring devices such as kymographs, polygraphs, strain gauges, pressure transducers, stimulators, oscilloscopes, and microelectrode recording equipment. Prerequisite: 200 or 213 or permission of the instructor.

Mrs. Coyne

**304 (2) Histology-Cytology II: Structure of Organ Systems**

Analysis of the microscopic organization of organ systems, particularly those of the mammal. Detailed examination of selected specialized cells; the relationship of ultrastructural and cytochemical features to principal physiological processes. Prerequisite: 206.

Mr. Smith

**305 (2) Seminar. Genetics**

Topics in advanced genetics with emphasis on current forefront research, such as gene structure, sequencing, regulation of gene expression, recombinant DNA technology, the genetics of development, behavior and cancer. The topics to be considered in depth will be chosen cooperatively by students and instructor. Original research publications will be used as the primary source of information. The development of skills of critical reading, discussion, oral presentation, and writing will be emphasized.

Prerequisite: 205 and either 200 or Chemistry 211 and permission of instructor.

Ms. Raper

**306 (1) Developmental Biology and Embryology**

The first part of the semester is devoted to the study of human ontogenetic development, including some immunological aspects of pregnancy. The remainder of the semester is spent discussing current areas of interest in developmental biology (e.g., tumorigenesis, organization, and operation of the genome, pattern formation, hormone action). Emphasis on the experimental approaches used in determining the cellular and molecular mechanisms involved in developing systems. Students undertake group research projects which are designed to familiarize them with some of the methodology and equipment currently utilized in the experimental analysis of development.

Prerequisite: 216. Students without 216, who have taken 200 or 205, may enroll only with the permission of the instructor.

Mr. Webb

**307 (2) Topics In Ecology**

Topic for 1981-82: Evolutionary ecology. Issues and controversies in ecology, including the role of competition, population regulation, community structure, and coevolution, all viewed from an evolutionary perspective. Readings from the current literature.

Laboratories will include independent field work. Topic for 1982-83: Plant ecology.

Prerequisite: 201 or permission of the instructor.

Mr. Williams

**309 (1) Experimental Plant Biology**

Topic for 1981-82: Plant physiology. A series of independent research projects will be conducted throughout the semester culminating in a final paper and oral presentation. The class will involve informal discussions and oral presentations of both research progress and relevant papers from scientific journals. One class meeting each week.

Prerequisite: 200 and two units of college chemistry or permission of the instructor.

Mr. Harris

**310 (1) Seminar. Topics in Plant Biology**

Topic for 1982-83: Plant physiology.

Prerequisite: 200 and 205.

Not offered in 1981-82.



**312 (1) Seminar. Endocrinology**

Selected topics on the regulation and action of hormones and neurohormones in vertebrates. Emphasis on the study of current literature.

Prerequisite: 205 and 200 or permission of the instructor. 302 is strongly recommended.

Mrs. Coyne

**313 (1) Microbial Physiology and Cytology**

The study of the chemical activities (cellular growth and its physiological basis, metabolic patterns, biochemical genetics, and relation of structural to function) of microorganisms as model systems in order to explain living processes in molecular terms. Emphasis on experimental approaches and current literature. In the laboratory, groups carry out a number of experimental problems designed to allow the development of research techniques and analysis.

Prerequisite: 200 and 205 or permission of the instructor.

Mrs. Allen

**314 (2) Topics in Microbiology**

Topic for 1981-82: Virology. This laboratory course will retain several aspects of a seminar format. Class meetings will include lectures concerning fundamentals of virology followed by student led discussions. Reference lists will include review articles and current articles which students will be expected to evaluate and criticize. Possible topics of focus in the course will be: regulation of viral growth and expression, anti-viral activities (e.g., interferon) of the infected host, the immune response of the host to viral infection, viruses of public health and economic interest, and viral vaccines. Laboratory exercises designed to demonstrate current methods in virological research will be included.

Prerequisite: Biology 200 or 205, Chemistry 211 and permission of instructor.

Mr. Hendricks

**319 (2) Advanced Cytology: Biological Ultrastructure**

Introduction to the principles and procedures of electron microscopy using animal tissues. Emphasis on interpretation of ultrastructural features of cells and their components with particular regard to function. A knowledge of the basic structure of animals, especially at the cell and tissue level is essential. In addition, a knowledge of the fundamental principles of biochemistry is recommended. Prerequisite: Biology 304 and Chemistry 211 or permission of the instructor.

Mr. Smith

**330 (1) Seminar**

Topic for 1981-82: Plant development at the organismal level. Describing and, ultimately, understanding certain aspects of plant development require a synthetic viewpoint. In this seminar we will study current hypotheses about 1) the integration of developmental processes which results in a given organ or whole plant form; 2) how these processes change over the life cycle of a plant; and 3) how these processes relate to plant adaptation and evolution. The emphasis of the seminar will be on learning about selected phenomena of plant development, examining what is and is not known about these phenomena, and understanding the general questions which they raise about plant biology.

Prerequisite: 216.

Ms. Richards

**331 (2) Seminar**

Topic for 1981-82: To be announced.

**350 (1) (2) Research or Individual Study 1 or 2**

Open to juniors and seniors by permission.

**370 (1-2) Thesis 2 to 4**

Open only to honors candidates.

**Cross-Listed Courses****Chemistry 323 (1)**

Chemical Aspects of Metabolism

For description and prerequisite see Chemistry 323.

**Chemistry 324 (2)**

Chemical Basis of Selected Physiological Processes

For description and prerequisite see Chemistry 324.

**Extrdepartmental 112 (2)**

Evolution: Change Through Time

For description and prerequisite see Extrdepartmental 112.

## Directions for Election

A major in biological sciences must include two Grade I units or their equivalent and at least two of the following Grade II courses: 200, 205 and/or 216. Students are advised to check the prerequisites for Grade III courses carefully so they will have taken the appropriate Grade II courses early enough to enter the Grade III work of their choice: the required Grade II work should be completed within the first 5-6 units in the major. At least two Grade III units must be taken at Wellesley. One of these Grade III units, exclusive of 350 or 370 work, must require laboratory experience. In addition to eight units in biological sciences, two units of college chemistry are also required. Additional chemistry is strongly recommended or required for certain Grade III courses. Courses 323 [221] and 324 [320] do not count toward a minimum major in biology.

Courses 108, 109, and 112, which do not ordinarily count toward the minimum major in biological sciences, do fulfill the College distribution requirements for the degree; 108 as a laboratory science; 109 and 112 as a non-laboratory science course. Independent summer study will not count toward the minimum major. Course 213 does not fulfill the Group B distribution requirement for biology majors.

Within the major, students may design a program in general biology or one which emphasizes subjects dealing with animals, plants, or microorganisms. A broad training in the various aspects of biology is recommended.

Students interested in an interdepartmental major in molecular biology are referred to the section of the Catalog where the program is described. They should consult with Mrs. Levy, the director of the molecular biology program.

Students interested in an interdepartmental major in psychobiology are referred to the section of the Catalog where the program is described. They should consult with Mr. Eichenbaum and Ms. Koff, the directors of the psychobiology program.

Students interested in an individual major in environmental sciences should consult a faculty member who teaches 201.

Freshmen with advanced placement or with 110 or 111 exemptions are advised to consult the chairman before continuing the core curriculum.

Students planning graduate work are advised to take calculus, statistics, organic chemistry, two units of physics, and to acquire a working knowledge of computers and a reading knowledge of a second language. They should consult the catalogs of the schools of their choice for specific requirements.

Premedical students are referred to the requirements given on p. 32.

# Black Studies

Professor:

Martin (Chairman)

Assistant Professor:

Jackson<sup>•</sup>, Howell, Mbere

Instructor:

Evans<sup>3</sup>

Lecturer:

Darling

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Course may be elected to fulfill in part the distribution requirement in Group A

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Course may be elected to fulfill in part the distribution requirement in Group B<sup>1</sup> or Group B<sup>2</sup> as designated.

## 105 (2)\*\*\*<sup>2</sup> Introduction to the Black Experience

This course serves as the introductory offering in Black Studies and explores in an interdisciplinary fashion salient aspects of Black history, culture, and origins in Africa, and life in America. Its aim is to provide students with a fundamental intellectual understanding of The Black Experience as it is reflected in history, and the social order. Open to all students.

The Staff

## 106 (2)\*\*\* Introduction to Black Culture

A survey of Afro-American culture, its African roots, and its development in dance, music, religion, philosophy, and architecture. Utilizing slides, films, recordings and lectures, the course emphasizes interrelationships among various cultural forms. Open to all students.

Not offered in 1981-82.

Ms. Darling

## 150 (1) (2)\*\*\*<sup>1</sup> Colloquium

For directions for applying see p. 47. Open by permission to a limited number of freshman and sophomore applicants.

b. 1919: Year of the New Negro

The New Negro period was similar in many ways to the Civil Rights and Black Power era of the 1950s and 1960s. We will examine some of the major problems facing Black people in 1919, including lynching, mob violence and the mistreatment of Afro-American and West Indian soldiers. We will then examine the response to these conditions by Black folk in general, by the Black press and by leaders such as Marcus Garvey, W.E.B. DuBois and A. Philip Randolph. Finally, we will look at the way that state, federal and foreign governments viewed New Negro militancy. Our sources will mostly be newspapers and magazines from 1919.

Mr. Martin

## 200 (2)\*\*\* Africans in Antiquity

Highlights of the African experience in the pre-Christian era: African origins of humankind; African Egypt; Nubia, Kush, and Ethiopia; Egyptian/Ethiopian influences on the beginnings of Western civilization; Africans in Greece and Rome; Africans in the Bible; ancient Africans in the Americas. Open to all students.

Not offered in 1981-82.

Mr. Martin

## 202 (2)\* \*\*\*<sup>1</sup> Introduction to African Philosophy

Initiation into basic African philosophical concepts and principles. The first part of the course deals with a systematic interpretation of such questions as the Bantu African philosophical concept of Muntu and related beliefs, as well as Bantu ontology, metaphysics, and ethics. The second part centers on the relationship between philosophy and ideologies and its implications in Black African social, political, religious, and economic institutions. The approach will be comparative. Offered in alternation with 211. Open to all students except those who have taken [302].

Not offered in 1981-82.

Mr. Menkiti

### 203 (2)\*\*<sup>2</sup> Introduction to Afro-American Sociology

This course is designed to introduce the student to the methodology and the theoretical underpinnings of sociology as a basis for the description and analysis of Afro-American experience in cultural rather than racial terms. The course examines the complex realities of racial and social issues associated with being Black in American society.

Prerequisite: Sociology 102, 103, or Black Studies 105.

Not offered in 1981-82.

Mrs. Howell

### 204 (1)\*\*<sup>1</sup> Oral History and Social Science Methodologies

Importantly, as one moves to incorporate a multicultural perspective into our understanding of the American experience, innovative research techniques become important tools. The synthesis of oral investigatory techniques with social science behavioral methodologies represents a unique opportunity to explore the creation of new sources and the reworking of existing source material through asking new and heretofore unasked questions in relation to sources and interpretations. This course is designed to focus on the use of oral history, interviews, role theory, collective behavior, cross-cultural analysis, dialectical analysis and other conceptual frameworks and methods in the chronicling of human behavior.

Open to all students.

Ms. Darling

### 206 (1)\*\*<sup>1</sup> Afro-American History

Afro-American history to 1865. Study of the political, economic, and social development of American Blacks from their African origins to the end of the Civil War.

Open to all students.

Ms. Darling

### 207 (2)\*\*<sup>1</sup> Afro-American History

Afro-American history since 1865. An analysis of the social, economic, political, and cultural developments within the Black community from the Reconstruction era to the emergence of Black Power.

Open to all students.

Ms. Darling

### 209 (1)\*\* The Black Total Theatrical Experience: Concepts and Production

An academic study of plays from the rich heritage of Black drama combined with both the technical and performing aspects of theatre. Students will have the opportunity to apply the skills acquired in the course to a major production. Students will be encouraged to direct, act, sing, or dance and to learn about the basic mechanics (lights, set design, set construction, costumes) that help to create the so-called "magic" of theatre.

Open to all students.

Not offered in 1981-82.

### 210 (2)\*\* Black Drama in the Twentieth Century 1 or 2

Basic concepts, subtleties, and complexities of the Black playwright and his interpretation of the various Black experiences that are an integral part of the Black man's existence in a racist society. Lonne Elder III, Ron Milner, Adrienne Kennedy, Alice Childress, Joseph Walker, James Baldwin, Imamu Baraka, Lorraine Hansberry, Ted Shine, William Branch, and Douglas Turner Ward are among the playwrights to be considered. Special emphasis on the aesthetics of Black drama and theatre in general. Students will also be given the opportunity to explore how Black drama has helped to save Broadway from its own artistic and economic decadence.

Open to all students.

Not offered in 1981-82.

### 211 (2)\* \*\* Introduction to African Literature

The development of African literature in English and in translation. Although special attention will be paid to the novels of Chinua Achebe, writers such as James Ngugi, Camara Laye, Wole Soyinka, Ezekiel Mphahlele, and Christopher Okigbo will also be considered. The influence of oral tradition on these writers' styles as well as the thematic links between them and writers of the Black awakening in America and the West Indies will be discussed as time allows. Offered in alternation with 202.

Open to all students.

Mr. Menkiti



### **214 (2)\*\*\*2 Blacks and the United States Supreme Court**

An analysis of the Supreme Court and its impact on the lives and experiences of Black Americans. Particular concern will focus on the Court's role as protector-creator of fundamental rights and privileges for Black Americans.

Open to sophomores, juniors, and seniors without prerequisite and to freshmen by permission of the instructor.

The Staff

### **215 (1)\*\*\*2 Race and Racism in American Politics**

An introductory examination of the efforts by Blacks in the United States to realize various degrees of political effectiveness within the context of American politics. Particular attention will be focused on the special difficulties presented by the phenomena of race and racism as Blacks have sought to enjoy full citizenship status in the U.S. Some comparisons with other groups in the American political system.

Open to all students.

The Staff

### **216 (1)\*\*\*1 History of the West Indies**

Survey of political, economic, and sociological factors shaping West Indian society. Topics covered include Africans in the New World before Columbus, genocide against the indigenous peoples, slavery and slave revolts, immigration and emigration, the West Indies and Africa, the West Indies and Afro-America, the struggle for majority rule, the spread of United States influence, independence and its problems.

Open to sophomores, juniors, and seniors without prerequisite.

Mr. Martin

### **217 (1)\*\*\*2 Sociology of the Black Family**

Analysis of the Black family from a historical and sociological perspective with an emphasis on the various types of Black family structures. Topics to be discussed include the role of the Black female, the relationship of the Black family to economic institutions and social policy.

Open to juniors and seniors or by permission of the instructor.

Mrs. Howell

### **220 (2)\*\*\*2 Segregation in American Communities**

Survey of sociological theories of ghettoization as well as the systematic analysis of the various types of ghettoization, social factors and policies involved in the process. Emphasis will be given to the urbanization of Blacks.

Open to all students.

Mrs. Howell

### **222 (1) Images of Blacks and Women in American Cinema**

The creation of images and their power to influence the reality of race and sex in the American experience. Viewing and analysis of American cinema as an artistic genre and as a vehicle through which cultural and social history is depicted.

Open to all students.

Ms. Darling

### **230 (2)\*\*\*2 Black and Third World Women**

An analysis of the economic, social, political and cultural role of women of color; their historical relationship to their respective societies and the reasons for their oppression. Examination of analytical, factual and audio/visual sources.

Open to all students.

Ms. Darling

### **264 (2)\*\* Black Literature in America**

A survey of the Afro-American experience as depicted in literature from the 18th century through the present. Study of various forms of literary expression including the short story, autobiography, literary criticism, poetry, drama, and essays as they have been used as vehicles of expression for Black writers during and since the slave experience. Open to all students except those who have taken [228].

The Staff

### **305 (1)\*\*\*2 The Social Psychology of Blacks**

Marginality as a social-psychological dynamic of minority group members in America. Examination of norms, values and sanctions which determine position and behavior patterns, minority life course and social structure, and social aspects of economic conditions in the society.

Prerequisite: 105 or Anthropology 210.

Mrs. Howell

**310 (1-2)\*\* Seminar. Black Literature 1 or 2**

Black literature seminar explores contemporary works by Black authors. It compares and contrasts themes, structures, characterizations, and environmental sources which inform the authors' perspectives. The course attempts to identify the scope and multiplicity of ideas, thoughts, and activities prevalent among Afro-Americans as they deal with the historical and social obstacles of racism in American society.

Prerequisite: one Grade II unit in literature or permission of the instructor.

Not offered in 1981-82.

**312 (1)\*\*\* Urban Black Politics in the South**

The political modernization paradigm has been extensively used by political scientists in their examinations of African, Asian, and Latin American countries. This seminar will use this approach in an effort to examine recent political changes in the urban South. Materials based on the Atlanta, Birmingham, Houston, New Orleans, and Durham experiences will be emphasized.

Open to qualified juniors and seniors.

Not offered in 1981-82.

Mr. Jackson

**317 (1)\*\*\*1 Political Sociology of Afro-Americans**

An explanatory analysis of the changing political and social indices operative in the Black community. Emphasis will be placed on the political and social patterns that have emerged as a result of these changes.

Open to all juniors and seniors or by permission of the instructor.

Not offered in 1981-82.

Mr. Jackson

**319 (2)\*\*\*1 Pan-Africanism**

The historical efforts of African peoples all over the world to unite for their mutual advancement. Such topics as 19th-century emigrationist movements to Liberia and elsewhere, the role of Afro-American churches in African nationalism, the Pan-African congress of W.E.B. DuBois, the Garvey movement, the Communist International and Pan-Africanism, Pan-Africanism in the 1960s, Pan-Africanism on the African continent.

Open to sophomores, juniors and seniors with at least one course in Black Studies or the equivalent.

Mr. Martin

**320 (1)\*\*\*2 Black Institutions**

An overview of the role of Afro-American institutions as expressions of Afro-American cultural autonomy. The focus of this course will be the Black church in general, and the African Methodist Episcopal Church in particular, as we look at the ways in which Afro-American schools, businesses, fraternal and civil rights organizations serve to institutionalize the values of Afro-American life.

Open to qualified juniors and seniors.

Not offered in 1981-82.

Mr. Jackson

**340 (2)\*\*\*1 Seminar. Afro-American History**

Topic for 1980-81: Marcus Garvey, Marcus Garvey's Universal Negro Improvement Association dominated the Afro-American scene in the decade after World War I and was a major influence in the lives of Black people in the West Indies, Central America, Africa, and elsewhere. Garvey's program of race first, self-reliance, and Black nationalism was still very much alive in the Black Power era of the 1960s and 1970s. Elijah Muhammad, Malcolm X, and Shirley Chisholm are among the many politically active Black people who were associated with Garvey's movement in their formative years. This seminar will examine Garvey's ideas, impact, and struggles.

Open to qualified juniors and seniors and by permission to sophomores with a strong background in Black studies courses.

Not offered in 1981-82.

Mr. Martin

**350 (1) (2) Research or Individual Study 1 or 2**

Open by permission to juniors and seniors.

**370 (1-2) Thesis 2 to 4**

Open only to honors candidates.

The following courses are offered as related work by other departments where they are described. Courses from this list may be counted toward the major, provided that a minimum of six courses is elected from the Black studies departmental offerings.

**Art 226 (1) History of Afro-American Art**  
See Art 226.

**History 267 (2) African Historical Traditions**  
See History 267.

**History 268 (1) Africa in the Modern World**  
See History 268.

**Music 106 (2)\* Afro-American Music**  
See Music 106.

## Directions for Election

The requirements for the major are consistent with the concept of Black studies as a multidisciplinary field of study. The requirements are designed to provide a wide range of knowledge and analytical ability as well as a firm foundation in an area of specialization, such as sociology, history, economics, political science, or literature.

It is strongly recommended that two units be elected in each of the three general areas of Black history, humanities, and the social sciences as multidisciplinary training. As the basic introduction to the discipline of Black studies, 105 is strongly recommended of all majors. In addition, at least four units must be taken in a single discipline as a field of specialization. Units taken at another institution to fulfill any departmental requirements must be approved by the department.

A minimum of six courses must be elected from Black studies department courses. The others may be elected, after consultation with your advisor, from related courses taught in other departments or from courses taken on exchange.

# Chemistry

Professor:  
Crawford, Webster•, Rock•, Loehlin  
(Chairman), Hicks

Associate Professor:  
Kolodny, Levy

Assistant Professor:  
Kahl, Hearn, Swallow•, Rosenfeld

Instructor:  
Haines, Karnett

Laboratory Instructor:  
Darlington, Mann, Smith<sup>3</sup>, Lieberman<sup>3</sup>

Unless otherwise noted, all courses meet for two periods of lecture and one three-and-one-half hour laboratory appointment weekly and one 50-minute discussion period every other week, at the pleasure of the instructor. The selected topics courses will generally be taught without laboratory, but may include laboratory for some topics. Calculators may be used in all chemistry courses.

Ordinarily students who have taken one year of high school chemistry should elect 114. Chemistry 113 is intended for students who have not studied chemistry within the past four years and leads to 115. Chemistry 120 replaces 114 and 115 for students with more than one year of high school chemistry.

## 101 (1) Contemporary Problems in Chemistry I

Consideration of selected aspects of chemistry and related chemical concepts. There will be no scheduled discussion session. Not to be counted toward the minimum major. Students wishing credit for more than one unit of 101-102 should consult the department.

Open to all students except those who have taken any Grade I course in the department.

Not offered in 1981-82.

## 102 (2) Contemporary Problems in Chemistry II

Consideration of selected aspects of chemistry and related chemical concepts. Topic for 1981-82: To be announced. There will be no scheduled discussion session. Not to be counted toward the minimum major. Students wishing credit for more than one unit of 101-102 should consult the department.

Open to all students except those who have taken any Grade I course in the department.

**110 (1) Introductory Chemistry II**

Atomic and molecular structure, chemical bonding, chemistry of elements, introduction to chemical energetics and kinetics.

Prerequisite: [105], [106], [107], or [108].

Not offered after Semester 1 1981-82.

The Staff

**113 (1) Fundamentals of Chemistry**

The periodic table, chemical formulas and equations, atomic and molecular structure, chemical bonding, chemistry of the transition elements, nuclear chemistry, states of matter. Three periods of lecture and one three-and-one-half hour laboratory appointment weekly.

Open only to students who have not taken a chemistry course within the past four years, and to students who feel that their preparation in high school chemistry is equivalent to less than one full year. Serves as prerequisite for 115.

Mrs. Levy

**114 (1) (2) Introductory Chemistry I**

Atomic and molecular structure, chemical bonding, chemistry of the transition elements, nuclear chemistry, states of matter.

Open only to students who have taken one year of high school chemistry. Not open to students who have taken [110] or [111].

The Staff

**115 (1)\* (2) Introductory Chemistry II**

Colligative properties, chemical kinetics and equilibrium, acids and bases, thermochemistry, electrochemistry, chemistry of the elements.

Prerequisite: 113 or 114. Not open to students who have taken [105], [106], [107], or [108].

\*Not offered in Semester 1 1981-82.

Offered in Semester 1 and 2 1982-83.

**120 (1) Intensive Introductory Chemistry**

A one-semester alternative to Introductory Chemistry I and II for students who have taken more than one year of high school chemistry. Atomic and molecular structure, chemical bonding, properties of liquids and solutions, chemical equilibria, thermochemistry, electrochemistry, chemical kinetics.

Open only to students who have taken more than one year of high school chemistry. Not open to students who have taken any Grade I chemistry course.

Mrs. Kolodny

**211 (1) (2) Organic Chemistry I**

A study of the synthesis and reactions of typical organic compounds with emphasis on the chemistry of aliphatic molecules.

Prerequisite: [110], [111], 115 or 120.

Miss Crawford, Mr. Rosenfeld, Mr. Haines

**222 (2) An Introduction to Biochemical Principles**

A study of the chemistry of proteins, nucleic acids, and selected metabolic pathways.

Prerequisite: 211 and one year of high school biology or Biology 110.

Mrs. Levy

**231 (1) (2) Physical Chemistry I**

Properties of gases, chemical thermodynamics, properties of solutions and chemical kinetics. Second semester will have special emphasis on biochemical examples. Prerequisite: [110], [111], 115, or 120, Mathematics 116, and Physics 104 or 105 or 106 or 107 or 110.

Mr. Loehlin, Mr. Karnett

**241 (1) Inorganic Chemistry**

Chemical periodicity, structure and reactivities in inorganic systems.

Prerequisite: 211.

Mr. Kahl

**261 (2) Analytical Chemistry**

Classical and instrumental methods of separation and analysis, quantitative manipulations, statistical treatment of data. Prerequisite: 211 or 231 or by permission.

Mrs. Kolodny



**306 (1) Seminar**

Each year an important topic will be studied from a variety of chemical perspectives. Topic for 1981-82: Clinical chemistry. A study of clinical tests and their biochemical and medical implications. The course will include discussion of analytical techniques, instrumentation and application of results. Tests to be considered will include analysis of enzymes, lipids, hormones, electrolytes, and immunological procedures. One two-period meeting per week. No laboratory. Open to all students regardless of major who have completed two units of chemistry beyond the Grade I level and who have permission of the instructor.

Miss Hicks

**309 (1) Foundations of Chemical Research**

Advanced study of research design and methods through the literature and the laboratory. Two three-and-one-half hour periods of lecture and/or laboratory each week.

Prerequisite: 211, 231, and 261.

Not offered in 1981-82.

**313 (1) (2) Organic Chemistry II**

A continuation of 211, with emphasis on the chemistry of aromatic molecules.

Prerequisite: 211.

Not offered in Semester 1 1981-82.

Miss Crawford, Mr. Hearn, Mr. Haines

Offered Semester 1 1982-83.

**317 (1) Organic Chemistry III**

An examination of fundamental topics such as the nonclassical ion controversy, electrocyclic rearrangements, functional group preparations by novel methods, synthetic strategy. Related laboratory work and readings will be taken from primary research literature. There will be no regularly scheduled discussion session.

Prerequisite: 313.

Mr. Hearn

**319 (2)\* Selected Topics in Organic Chemistry**

Topic for 1981-82: Carbon-carbon bond forming reactions and functional group transformations in the synthesis of organic compounds. There will be no scheduled discussion session.

Prerequisite: 313 and permission of the department.

Mr. Rosenfeld

**323 (1) Chemical Aspects of Metabolism**

An examination of reaction mechanisms, interrelationships of pathways, and experimental approach to the understanding of metabolism.

Prerequisite: 211 and Biology 200; or 222.

Miss Hicks

**324 (2) Chemical Basis of Selected Physiological Processes**

A consideration of topics of current research interest such as blood clotting, antigen-antibody interactions, regulation, mechanism of enzyme and coenzyme action.

Prerequisite: 323 or 222 or [326].

Mrs. Levy

**329 (1)\* Selected Topics in Biochemistry**

Normally a different topic each year.

Prerequisite: one unit of biochemistry and permission of the department.

Not offered in 1981-82.

**333 (2) Physical Chemistry II**

Quantum chemistry and spectroscopy.

Structure of solids and liquids.

Prerequisite: 231, Physics 106 or 110 and Mathematics [201], [215], or 205.

Mrs. Kolodny

**339 (1)\* Selected Topics in Physical Chemistry**

Topic for 1981-82: Chemical kinetics.

Prerequisite: 231 and permission of the department.

Mr. Karnett

**349 (2)\* Selected Topics in Inorganic Chemistry**

Topic for 1981-82: The role of metals in biological systems.

Prerequisite: 241 and permission of the department.

Mr. Kahl

**350 (1) (2) Research or Individual Study 1 or 2**

Open by permission to students who have taken at least two units in chemistry above the Grade I level.

**370 (1-2) Thesis 2 to 4**

Open only to honors candidates.

**Directions for Election**

Chemistry 113 or 114 serves as prerequisite for 115. Final assignment to one of these courses will be made by the staff of the chemistry department.

A major in chemistry must include [110], or [111] or 115 or 120 (or their equivalent), 211, 231, 313, and 333, plus two additional units exclusive of 350 and 370. In addition, Mathematics [201], [215] or 205 and a Grade II unit of physics with laboratory are required.

Students planning graduate work in chemistry or closely allied fields should plan to elect 241 and 261, and should also strongly consider additional mathematics and physics courses. A reading knowledge of German and either French or Russian is required in many graduate programs.

Students planning to elect Organic Chemistry I and II are urged to elect both units I and II in the same academic year whenever possible.

Students interested in biochemistry or molecular biology are referred to the section of the Catalog where the interdepartmental major in molecular biology is described. They should consult with the director of the molecular biology program.

Premedical students are referred to the requirements given on p. 32. Note that either 231 or 313 is acceptable to most medical schools as the fourth chemistry unit.

The American Chemical Society has established a set of requirements which it considers essential for the training of chemists. Students wishing to meet the standard of an accredited chemist as defined by this society should consult the chairman of the Department of Chemistry.

# Chinese

Professor:  
Lin (Chairman)

Assistant Professor:  
Lam, W. Liu

Instructor:  
Van Zoeren<sup>3</sup>

Lecturer:  
Yao, Crook<sup>3</sup>

**101 (1-2) Elementary Spoken Chinese 2**

Introduction to vernacular Mandarin Chinese. Pronunciation, sentence structure, and conversation. Three periods. 101 and 102 combined form the first-year Chinese course. Open to all students with no background or no previous formal Chinese language training. Corequisite: 102.

Mrs. Yao

**102 (1-2) Basic Chinese Reading and Writing**

Analysis of grammar and development of reading skills of simple texts and in character writing in both regular and simplified forms with emphasis on vocabulary currently used in People's Republic of China. One period with additional hour for smaller group discussions or individual assignments. 101 and 102 combined form the first-year Chinese course. Open to all students with no background or no previous formal Chinese language training. Corequisite: 101.

Mrs. Lin, Mr. Crook

**151 (1) Advanced Elementary Chinese**

Intensive oral training and practice in reading and writing with particular stress on sentence structure and vocabulary building.

Open to students who can read and write some Chinese with a speaking ability of either Mandarin or any kind of Chinese dialect.

Mr. Crook

## Placement and Exemption Examinations

For exemption with credit, students will be expected to submit laboratory notebooks or reports.

**201 (1-2) Intermediate Chinese****Reading 2**

Reading with emphasis on vocabulary building; review and further development of sentence structure, composition, and oral expression. Newspaper reading. Two periods with additional hour for smaller group discussions or individual assignments. 201 and 202 combined form the second-year Chinese course.

Prerequisite: 101 and 102 taken concurrently, or by permission of the instructor.

Corequisite: 202.

Mr. W. Liu, Mrs. Lam

**202 (1-2) Intermediate Conversational Chinese**

Discussion of current events and cultural topics combined with use of videotapes. Two periods. 201 and 202 combined form the second-year Chinese course.

Prerequisite: same as for 201. Corequisite: 201.

Mrs. Lam, Mr. W. Liu

**252 (1) Readings in Modern Style Writings**

Reading and discussion in Chinese of selections from contemporary Chinese writings, including plays, poetry, and essays on various topics such as economics, history, philosophy, political theory, and sociology. Three periods.

Prerequisite: 201 and 202 taken concurrently, or by permission of the instructor.

Mrs. Yao

**300 (2) Readings in Contemporary Chinese Literature**

Reading and discussion in Chinese of selections from short stories and novels. Readings from 1917 to the present. Three periods.

Prerequisite: 252 or by permission of the instructor.

Mrs. Lin

**301 (1) Readings in Expository Writings of People's Republic of China**

Readings and discussions in Chinese of selections from People's Republic of China, including the works of Mao Zedong and important issues of various current events and focus on practice in writing and translating in documentary style. Three periods.

Prerequisite: 252 or by permission of the instructor.

Mr. Crook

**310 (1) Introduction to Literary Chinese**

Wen-yen grammar, reading, and discussion in Chinese of selections of simple texts in classical Chinese. Two periods.

Prerequisite: 252 or by permission of the instructor.

Mrs. Lin

**311 (2) Readings in Classical Chinese**

Reading and discussion in Chinese of selections of poetry, prose, traditional short stories, and novels. Two periods.

Prerequisite: 310 or by permission of the instructor.

Mrs. Lam

**316 (2) Seminar. Chinese Literature in the Twentieth Century**

Study of works and authors in Chinese theatre, poetry, novels, etc. Topic for 1981-82: Development of Chinese theatre from its beginning to the present.

Representative plays from different periods will be examined. Students may experiment with writing and staging Chinese plays.

Readings and discussions all in Chinese.

Topic will be changed every year so students can elect repeatedly.

Prerequisite: 300 or 301 or by permission of the instructor.

Mrs. Lin

**349 (1) Seminar. Topics in Literary Chinese**

Reading and discussion in Chinese of premodern literary writings with chief emphasis on works reflecting significant social changes. Topic will be changed every year so students can elect repeatedly.

Prerequisite: 310 or 311 or by permission of the instructor.

Mrs. Lam

**350 (1) (2) Research or Individual Study 1 or 2**

Open by permission to qualified students.

## Cross-Listed Courses

### Extrdepartmental 106 (1)

Introduction to Chinese Culture

For description and prerequisite see Extrdepartmental 106.

### Extrdepartmental 141 (2)

China on Film

For description and prerequisite see Extrdepartmental 141.

### Extrdepartmental 241 (2)

Chinese Poetry and Drama in Translation

For description and prerequisite see Extrdepartmental 241.

### Extrdepartmental 242 (2)

Chinese Fiction in Translation

For description and prerequisite see Extrdepartmental 242.

## Directions for Election

Students who major in Chinese studies or East Asian studies should consult the chairman of the department and the advisor early in the college career.

For students majoring in Chinese studies, the minimum requirement is extensive Chinese language training, and literature in the original Chinese is highly recommended. Students who wish to take Chinese 252 or other courses in Chinese literature are advised to have a knowledge of Chinese culture or history. For this, Extrdepartmental 106, History 275 and 276 are recommended.

For students majoring in East Asian studies who do not intend to do graduate work, at least one year of Chinese is encouraged, but not required. Students who wish to do graduate work in East Asian studies are advised to complete at least two years of Chinese language training.

Course 350 is an opportunity for properly qualified students to work independently in fields not covered in other courses in the department. It can also provide continuing study in classical Chinese literature.

# Economics

Professor:

Bell (Chairman), Goldman, Morrison

Associate Professor:

Case

Assistant Professor:

Matthaei, Amott, Grant, Nichols, Lindauer

Instructor:

Baum, Norton, Klamer, Sjogren

Lecturer:

Gough, Jr.<sup>3</sup>

### 101 (1) (2) Survey of Modern Economics — Microeconomics

### 102 (1) (2) Survey of Modern Economics — Macroeconomics 1 each

Each course, which may be taken independently and in either order, presents a view of our market economy, beginning with the nature of economics and economic systems, supply and demand analysis, and the development of economic thought. 101, microeconomics, is an analysis of the choices individuals and firms make in the markets where they buy and sell. It deals with questions of equity and efficiency. Policy problems include income distribution, competition and its regulation, health and education as human capital investment, and current economic topics. 102, macroeconomics, is an analysis of the aggregate dimensions of the economy: GNP, national income and employment, price levels and inflation, money and banking, international trade and investment. Policy problems include the role of government, prosperity and depression, investment and economic growth, worldwide economic development, and current economic topics. All sections present the same course; individual instructors may offer slightly different material and problem sets. Small classes allow for discussion. All registered students must attend a series of special lectures (three for 101, three for 102) given by department faculty or visiting experts. The dates and times of these lectures will be published in the Schedule of Classes; topics and speakers will be announced in class. Open to all students.

The Staff



**201 (1) (2) Microeconomic Analysis**

Microeconomic theory; analysis of the individual household, firm, and industry.  
Prerequisite: 101 and 102.

Mr. Morrison, Mr. Nichols

**202 (1) (2) Macroeconomic Analysis**

Analysis of aggregate income, output, employment, and the price level. Analysis of policies to control inflation and unemployment.

Prerequisite: 101 and 102.

Ms. Baum, Mr. Klamer, Mr. Norton

**203 (2) Economic Development: The European Experience**

Description and analysis of the economic development of Western Europe from the Middle Ages to the 20th century. Particular emphasis on interrelationships among economic, demographic, and institutional changes which accompany the transformation of agriculture and the Industrial Revolution.

Prerequisite: 101 and 102.

Mr. Klamer

**204 (1) American Economic History**

Description and analysis of the growth and development of the U.S. economy and its institutions from Colonial times to the 20th century. Emphasis on the "new" economic history: explicit economic models and quantitative methods to analyze historical phenomena, including slavery and the South, the industrial economy and its labor force, the transportation revolutions, and government's role in economic change.

Prerequisite: 101 and 102.

Mr. Norton

**205 (2) The Corporation**

The development of the modern corporation and its place in the economy. Corporate organization and financial management. Financial markets; the technical and fundamental aspects of the stock market. Government regulation of corporations and markets. Limited to fifty students; preference to seniors.

Prerequisite: 101 and 102.

**210 (1) Financial Markets and the Economy**

An analysis of the role of commercial banks and other financial institutions in the economy. Microeconomics of financial intermediaries. The Federal Reserve System, regulation of financial institutions and monetary policy.

Prerequisite: 101 and 102.

**211 (1) (2) Statistics and Econometrics**

Descriptive statistics and an introduction to statistical inference. Expected values, probability distributions, and tests of significance. Classical models of bivariate and multiple regression. Problem solving using the computer.

Prerequisite: 101 and 102, or for students who have completed one course, are taking the other, and have instructor's recommendation in certain cases. See *Handbook*.

Mr. Case, Mr. Norton

**214 (1) International Finance**

International monetary problems, institutions and policy.

Prerequisite: 101 and 102.

Mr. Grant

**216 (2) Elementary Mathematical Economics**

Mathematical foundations of elementary economic theory; fundamentals of relevant advanced theory. Mathematical applications of economic analysis; mathematical problem-solving in the social science.

Prerequisite: 101, 102, and Mathematics 115.

Mr. Grant

**217 (1)\* Topics in Mathematics and Economics**

Applications of calculus and linear algebra to economic analysis. Topics selected from: linear and general optimization, input-output analysis, marginal analysis, analysis of market equilibrium and stability.

Prerequisite: 201 or 202 and Mathematics [201] or [215] or 205, or by permission of the instructor.

Not offered in 1981-82.

Mr. Grant, Mr. Shuchat

**220 (1) Development Economics**

Survey and analysis of problems and circumstances of less developed nations. Examination of theories of economic development. Review of policy options and prospects for Third World countries. Specific topics to include: population growth, rural development, basic needs, international trade, foreign aid and investment, planning strategies.

Prerequisite: 101 and 102.

Mr. Lindauer

**222 (2) Seminar. Reindustrialization of Massachusetts**

Has Massachusetts become the Japan of the United States? What explains Massachusetts' apparent turnaround from 1974 when it had one of the highest unemployment rates among the 50 states to 1981 when it had one of the lowest? Students will be required to prepare case studies, with the hope of publication, examining why firms have located in Massachusetts. Consideration of location theory, tax policy, and the availability of energy, labor and technology.

Prerequisite: permission of both instructors. 201 and 211 strongly recommended.

Mr. Goldman, Mr. Case

**225 (1) Urban Economics**

Analyses of the urban and suburban economies with particular reference to urban renewal, income distribution, transportation, housing markets, employment, and the economic development of the inner city.

Prerequisite: 101 and 102.

Ms. Sjogren

**229 (2) Introduction to Labor Economics**

Analysis of labor markets and wage determination including: microeconomics of labor supply and demand; labor unions and collective bargaining; human capital and occupations; minimum wages and "new" theories of unemployment.

Prerequisite: 101 and 102.

Mr. Lindauer

**230 (2) Contemporary Economic Issues**

A course applying introductory macro and micro economic analysis to problems of current policy. Topic for 1981-82: The economics of education.

Prerequisite: 101 and 102.

Ms. Sjogren

**231 (1) Current Economic Topics**

One or more subjects under current investigation by economists, e.g., the existence of rational expectations, the extent of involuntary unemployment, defining basic needs, changing population structure and dependency. Topic for 1981-82: Social welfare policy

Prerequisite: 101 and 102.

Ms. Baum

**239 (2) Seminar. Economics of Energy and the Environment**

Is economic growth without environmental deterioration possible? The economic forces (externalities) which cause pollution; the costs and who bears the costs; the energy crisis; the implications of zero economic growth; the extent of the problem and possible solutions both here and abroad.

Prerequisite: 101 and 102.

Mr. Goldman

**241 (1) The Economics of Personal Choice**

Analysis and decision-making in ordinary life situations; using economics to plan for one's future. Representative topics include housing, borrowing, having a family, insurance, saving, retirement, investment in one's self.

Prerequisite: 101 and 102.

Mrs. Bell

**243 (2) Issues in Social Policy: The Sexual Division of Labor**

Analyses of the sexual division of labor in the home and marketplace from historical and theoretical perspectives. Evaluation of social policies to achieve sexual equality from an economic standpoint.

Prerequisite: 101 and 102.

Ms. Amott

**249 (1) Topics in Political Economy I**

Radical political economy's criticisms of modern capitalism. Study of Marxian economic theory as an alternative conception of the workings of the market economy. Comparison of Marxian and mainstream economic theories.

Prerequisite: 101 and 102.

Mr. Norton

**301 (1) Comparative Economic Systems**

The economics of capitalism, socialism, fascism, and communism.

Prerequisite: 201 or 202.

Mr. Goldman

**305 (1) Industrial Organization**

Applied microeconomics directed to the study of the interactions of market structure, business behavior, and economic performance. The first two-thirds of the course emphasizes positive explanation and theory. The remainder focuses on policy and includes critical, ex-post analysis of antitrust rulings.

Prerequisite: 201 and 211.

Mr. Nichols

**310 (1) Public Finance**

Principles, practices, and economic effects of the public sector. The goals of public finance. A seminar treatment of current issues of fiscal policy.

Prerequisite: 201.

Mr. Case

**312 (2) Economics of Accounting**

Accounting principles and practice analyzed in terms of economic concepts of value and cost; problems in accumulating and presenting accounting data for decision-making by firms, by investors, by regulators, and others; case method used in class.

Prerequisite: 201 and 202, or by permission of the instructor.

Mrs. Bell

**314 (2) International Economics**

Theory of international trade. Methods of adjustment to disequilibrium in balance of payments. The impact of international movements of commodities and capital on economic activity in the past and since World War II. Current problems: international liquidity, economic integration, the United States balance of payments.

Prerequisite: 201 and 202.

**315 (2) History of Economic Thought**

The development of economic thought from ancient to modern times. A brief study of early economic ideas followed by a more detailed examination of the history of economics since 1776. The systems of the leading economists in the light of their own times and of the present day.

Prerequisite: 201.

Ms. Baum

**316 (2) Modern Economic History**

Economic history from the Great Depression to the present. Analysis of economic problems and policies from the 1920s to the 1970s.

Prerequisite: 202.

Mr. Morrison

**317 (1) Introduction to Economic Modeling**

Introduction to mathematical and econometric modeling. Techniques of specifications, estimation, and simulation of rational and behavioral economic models.

Prerequisite: 201, 202, 211, and Mathematics 115 or [201], or by permission of the instructor.

Mr. Grant

**320 (2) The Challenge to Development Theory**

History of Third World development from 1950 to present; evaluation of the development record through individual and collective country experience; assessment of the record's impact on development theory and strategy. Welfare theory, dependency theory, the theory of Dualism, macro-economic planning models, industrialization strategy, the cooperative experience, poverty and income distribution, agricultural development and other topics.

Prerequisite: 201, 202, 211; 220 or by permission of the instructor.

**325 (2) Law and Economics**

Economic analysis of legal rules and institutions. Application of economic theory and empirical methods to the central institutions of the legal system including the common law doctrines of negligence, contract, and property as well as civil, criminal, and administrative procedure. The course will contrast economic and non-economic theories of law and will address the strengths and limitations of the economic approach to law.

Prerequisite: 201.

Not offered in 1981-82.

Mr. Case

**326 (2) Social Control of Economic Activity**

Welfare economics of market failure, analysis and applications. Philosophies and theories of government intervention in the economy. Both historical and current examples will be explored, e.g., medieval price controls, modern stabilization policy, public utilities, public safety. The implications of deregulation.

Prerequisite: 201, 202, 211.

Ms. Amott

**329 (1) Labor Markets and Employment**

The structure and functioning of the labor market from both neoclassical and institutional points of view. Human capital theory, labor force participation, the economics of discrimination, labor unions, minimum wage policy, and other topics.

Prerequisite: 201 and 211.

Ms. Amott

**330 (1) Seminar. Topics in Current Theory and Policy. Macroeconomic Modeling**

Focused on contemporary macroeconomic issues, the economic events affecting them and the practical problems of analyzing and forecasting. Contemporary tools of applied macroeconomics, especially large-scale econometric models: their theoretical foundations, contemporary characteristics, and use. An interactive course: students participate in developing specification of key macroeconomic relationships which they use to analyze topical economic issues.

Prerequisite: 201, 202, and 211.

Mr. Gough, Jr.

**331 (2) Seminar. Monetary Theory and Policy**

The monetarists' controversy. Readings in contemporary monetary research.

Prerequisite: 201, 202, and 211.

Mr. Klamer

**332 (2) Seminar. Topics in Current Theory and Policy Macroeconomics**

Stagflation theory and policy alternatives. Supply side disaggregation, job search, rational expectations, tax cut-induced investment, incomes policies, and modern macro debates. Emphasis throughout on the nature and implications of alternative stabilization policy actions.

Prerequisite: 201, 202, and 211.

Mr. Nichols

**333 (1) Seminar. Workshop in Applied Economics**

Students will apply the concepts of economic modeling and empirical analysis to selected policy topics (e.g., determinants of alumnae contributions, economics of Massachusetts Sunday legislation). Students will work as a group doing primary research in a workshop environment. Enrollment limited to 12.

Prerequisite: 201, 202 and 211

Mr. Lindauer

**350 (1) (2) Research or Individual Study 1 or 2**

Open by permission to juniors and seniors who have taken 201 and 202.

**370 (1-2) Thesis 2 to 4**

Open only to honors candidates.

**Directions for Election**

The complete survey course consists of both Grade I level courses. Neither 101 nor 102 is a prerequisite for the other and either may be elected separately for one unit of credit.

Any student who plans to take economics after 101 and 102 should consult a department advisor to avoid poor choices. See also the *Department Handbook*.

Economics is a social science directed to the study of the universal problems of scarcity, choice, and human behavior. It contains elements of formal theory, history, philosophy, and mathematics. Unlike business administration, which deals with the specific procedures by which business enterprises are managed, it examines a broad range of institutions and focuses on their interactions. Thus students are urged to supplement their program in economics with courses from many other disciplines in the liberal arts.

An economics major contains required courses 201, 202, and 211 which should be taken at Wellesley. Permission to take these courses elsewhere must be obtained in advance from the department chairman. An economics major must take more than half of her Grade III economics units as Wellesley courses; permission for an exception must be obtained in advance from the chairman.



Choosing courses to complete the major requires careful thought; the department discourages a minimum major with only two Grade III courses. Students are advised to consult the *Department Handbook* prior to selecting courses each term. The *Handbook* contains specific suggestions and deals with a variety of topics including preparation in mathematics, desirable courses for those interested in graduate study in economics, complementary courses outside economics, etc.

The Economics Complement is recommended for students wishing to develop competence in economics in preparation for work or graduate study in law, business, public administration, area studies, international relations, public health, medicine, etc. The Complement consists of Economics 101, 102, 211, and at least two other courses in the department. The plan for this option should be carefully prepared: a student wishing to add the Economics Complement to the major in another field should consult a faculty advisor in economics.

# Education

Assistant Professor:  
Brenzel\*, Bull (Chairman)

Associate in Education:  
Powell, Rokicki, Sleeper

Lecturer:  
Beatty<sup>3</sup>

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Course may be elected to fulfill in part the distribution requirement in Group B<sup>1</sup> or Group B<sup>2</sup> as designated.

## 102 (1)\*\*\*<sup>1</sup> Education in Philosophical Perspective

Examination of modern ethical problems of public education such as equality of opportunity, compulsion and the granting of educational credentials, student rights, and the education of religious minorities. Recent examples of the philosophical thinking necessary to understand and resolve these problems will be studied. Special attention will be paid to the interpretation and application of philosophical texts and to the writing of philosophical arguments. Relevant field placement may be arranged as part of this course; it will be available for all students but especially for those wishing to fulfill state requirements for teacher certification. Open to all students.

Mr. Bull

## 200 (1)\*\*\*<sup>1</sup> Modern Philosophies of Education

Analysis of the role of education in modern social and political philosophy. Background study of the works of John Dewey, Eduard Bernstein, Edmund Burke, and Karl Marx. Focus on the educational writings of more recent participants in these philosophical traditions — including Paul Goodman, Jacques Maritain, Jacques Barzun, Paulo Freire, and Ivan Illich. Open to all students.

Not Offered in 1981-82.

Mr. Bull

**206 (1) Women, Education, and Work**

Examination of ways in which the background of women, the educational system, and the structure of work affect the lives of women, from a historical, sociological, and public policy point of view. Relationships between educational and economic institutions, intersections among the family lives, educational experience, and work lives of women.

Open to students who have taken one unit in Group B.

Not offered in 1981-82.

Ms. Brenzel

**208 (2) Moral Education and Schooling**

Study of recent demands for and attempts to develop educational practices explicitly designed to affect students' values and moral beliefs. Particular emphasis will be placed on theories of value clarification (Louis Rath and Sidney Simon) and moral development (Jean Piaget and Lawrence Kohlberg); their assumptions about morality, their instructional programs and their public justification will be examined.

Open to all students who have taken one unit in Group A or Group B.

Not Offered in 1981-82.

Mr. Bull

**212 (1)\*\*\*1 History of American Education**

Study of the various historical conflicts and controversies leading to the development of education as a central force in American culture. Topics include the popularization of public schooling, its role in socializing the young, and the effects of political, economic, and social forces in shaping American education. Relevant field placement may be arranged as part of this course; it will be available for all students but especially for those wishing to fulfill state requirements for teacher certification.

Open to all students.

Ms. Beatty

**216 (2)\*\*\*2 Education, Society, and Social Policy**

Through examination of educational theories and practices in an interdisciplinary manner, the social context of educational and social policies will be analyzed. The formulation and implementation of these policies will be studied with special emphasis on issues such as inequality, desegregation, community control, alternative schooling, testing, youth unemployment and family policies. Course will focus on the interrelationships between social structure and education, the potential and limits of education and social policy. Open to all students.

Ms. Beatty

**300 (1) Mandatory Knowledge: Epistemology, Curriculum, and Evaluation**

An examination of the major epistemological and ethical questions in school curriculum, the relation of curriculum to intellectual development and the structure of the disciplines, its usefulness, and its evaluation. Relevant field placement may be arranged as part of this course; it will be available for all students but especially for those wishing to fulfill state requirements for teacher certification. Required for secondary school teacher certification.

Prerequisite: 102 or 212 or for MIT students, MIT Seminar 212 or by permission of the instructor.

Mr. Bull

**302 (2) Methods and Materials of Teaching**

Study and observation of teaching objectives and classroom procedures in secondary schools. Review of teaching and learning theories. Study of the philosophy underlining the secondary school, its history and contemporary functions. Examination of curriculum materials in major teaching fields and of classroom practice. Open only to seniors doing student teaching. This course is required for Secondary School certification. Students electing 302 and 303 may include in addition one unit of independent study in the same semester.

Prerequisite: 300, and at least one of 102, 212. MIT students only may substitute MIT Seminar 212 for 102 or 212.

The Staff

**303 (2) Practicum - Curriculum and Supervised Teaching**

Observation, supervised teaching, and curriculum development in student's teaching fields throughout the semester. Attendance at secondary school placement required five days a week. Students electing 302 and 303 may include in addition one unit of independent study in the same semester. This course is required for secondary school teacher certification.

Corequisite: 302.

The Staff

**307 (2) Seminar. Law, Ethics, and Education**

Study of federal and state statutory and constitutional law governing public education as it reveals public purposes of education, the legal status of students and teachers, the requirements for equal educational opportunity, and the basis of public school finance. Emphasis on ethical aspects of issues such as student rights, academic freedom and affirmative action. Attention will be paid to the comprehension and interpretation of legal cases and, to a limited extent, to methods of independent legal research.

Open to juniors and seniors.

Mr. Bull

**312 (2)\*\*\*1 Seminar. History of Child Rearing and the Family**

Examination of the American family and the emerging role of the state in assuming responsibility for child rearing and education. Study of the role of institutions and social policy in historical and contemporary attempts to shape the lives of immigrants, poor families, and their children. Open to juniors and seniors without prerequisite.

Ms. Beatty

**350 (1) (2) Research or Individual Study 1 or 2**

Open to juniors and seniors by permission.

**Directions for Election**

With the exception of Education 302 and 303 the department's courses are designed for all students and not simply those planning a career in public or private school teaching. For those students who do wish to be certified as high school teachers (grades 7-12) upon graduation, the following program will ordinarily satisfy the requirements of the Commonwealth of Massachusetts. Certification in Massachusetts is recognized by many other states.

Required: Education 102 or 212, 300, 302 and 303.  
Psychology 207

Recommended: 200, 208, 216 or 307  
Psychology 212, 217, or 219  
MIT Seminars 211 and 212,  
SRE 222  
Black Studies 105

The Commonwealth requires that two courses taken prior to student teaching include field experience. In some circumstances, students may meet some of the requirement by submitting evidence of similar experience. For additional requirements in particular disciplines consult members of the department.

# English

## Professor:

Quinn, Layman•,  
Ferry, Garis•, Craig, Gold (Chairman)

## Visiting Professor:

Finkelpearl, *Florence I. Tucker Visiting Professor*; Dorius<sup>3</sup>

## Associate Professor:

Sabin, Bidart, Cain

## Assistant Professor:

Harman, Stehling, Peltason•, Tyler•,  
Van Dyke, Rosenwald, Cole<sup>3</sup>, Roessner<sup>3</sup>

## Instructor:

Polito, Reimer

## Lecturer:

Eyges<sup>3</sup>, Stubbs<sup>3</sup>, Moss<sup>3</sup>

## 100 (1) (2) Expository Writing

Instruction in the fundamentals of writing expository essays. Mandatory credit/noncredit/credit-with-distinction. Open to all students.

The Staff

## 101 (1) (2) Critical Interpretation

A course designed to increase power and skill in critical interpretation by the detailed reading of individual works of literature in historical context. Open to all students.

Mr. Quinn, Mr. Ferry, Miss Craig, Mr. Gold,  
Mr. Finkelpearl, Mr. Dorius, Ms. Harman,  
Mr. Polito

## 112 (1) (2) Shakespeare

The study of a number of representative plays with emphasis on their dramatic and poetic aspects. Open to all students.

Miss Craig, Mr. Finkelpearl, Mr. Dorius,  
Ms. Van Dyke, Mr. Polito

## 127 (1) (2) Modern Drama

The study of British, American, and European drama from Ibsen to the present. Open to all students.

Mr. Stehling, Mr. Rosenwald

## 150 (1) (2) Colloquia

For directions for applying see p. 47. Open by permission to a limited number of freshman and sophomore applicants.

## (1)

### a. Cynthia's Revels

Poetry, politics, theatre, spectacle, and romance - and their fusion in the court of a remarkable queen. The course will focus on Elizabeth, who ruled England during its unparalleled burst of literary splendor, and on the royal image in literary and theatrical art, including that of Spenser, Shakespeare, and Raleigh.

Ms. Van Dyke

### b. Time and tragedy

A study of the theme of time in Greek tragedy, Aeschylus and Sophocles; in Renaissance tragedy, Shakespeare; and in modern tragedy, Beckett. The theme will reanimate more traditional philosophical questions on tragedy: the role of fate and free will, the individual and the natural or social order. The course will include an introduction to close reading and to the reading of literary criticism.

Miss Craig

### c. Literary Boston

19th-century Boston in the immediate and retrospective views of American writers: John and Henry Adams, Emerson, Hawthorne, James, Robert Lowell.

Mrs. Cole

### d. American women writers of the short story

Short stories of the past one hundred years by Sarah Orne Jewett, Edith Wharton, Willa Cather, Katherine Anne Porter, Eudora Welty, Flannery O'Connor, Grace Paley, and others.

Mrs. Eyges

## (2)

### a. Images of America

Some American travel-books studied as commentaries on the nature of America. Authors will include William Bartram, Hector St. John Crèvecoeur, Francis Parkman, Charles Henry Dana, Melville and Thoreau.

Mr. Rosenwald



b. Women on women: female portraits of a lady

A study of the images of women in the works of several major female novelists with special attention to the dimensions of women's experience as characters in novels, as writers of novels, and finally as readers of novels.

Ms. Reimer

c. The American dream: the idea of success in America

Study of the myth of the "American dream" and what it means to be a "success" in America. Authors will include James, Twain, Dreiser, Wharton, Fitzgerald, and Ellison.

Mr. Cain

## **200 (2) Intermediate Expository Writing**

A course designed to improve the student's ability to write course papers. Besides weekly short papers, assignments will include substantial readings (although fewer than in regular courses in literature).

Open to all juniors and seniors, and to sophomores by permission of the instructor.

Ms. Van Dyke

## **201 (1) (2) The Critical Essay**

The writing and revising of critical essays about poetry, fiction, or drama, in conjunction with readings in important criticism, past and present.

Open to all students.

Mrs. Eyges, Ms. Roessner

## **202 (1) Poetry**

The writing of short lyrics and the study of the art and craft of poetry.

Open to all students by permission of the instructor.

Mr. Bidart

## **203 (1) (2) Short Narrative**

The writing of sketches and the short story. For interested students, experience in the writing of one-act plays.

Prerequisite: same as for 202.

Ms. Moss

## **211 (1)\* Medieval Literature**

Major works of medieval literature excluding those of Chaucer. A study of the medieval search for ways to represent human experience in imaginative literature, a search that led writers to the authority of dreams, to creating dramatic allegories, to recasting ancient stories into medieval forms, and to the song-like simplicity of medieval lyric poetry. Works will include, for example, *Piers Plowman*, cycle plays, and *Sir Gawain and the Green Knight*.

Open to all students.

Not offered in 1981-82.

## **213 (1) Chaucer**

Intensive study of *The Canterbury Tales*, supplemented by the short later poems as they reveal Chaucer's comic artistry, his relation to history and society of the late 14th century in England.

Open to all students.

Mr. Stehling

## **222 (1) Renaissance Literature**

Prose and poetry from More and the courtier poets of Henry VIII through Shakespeare's greatest 16th-century predecessors, Sidney, Spenser, and Marlowe. A study of forms characteristic of the Renaissance, and of the changing climate of ideas.

Open to all students.

Mr. Polito

## **227 (2) Milton**

Close analysis of Milton's major poems. Some examination of the political and religious contexts of Milton's writings, his influence on later poets, and his importance for 20th-century critics and literary theorists.

Open to all students.

Mr. Cain

## **234 (2) Eighteenth-Century Literature**

An historical approach, from the Glorious Revolution of 1689 to the French Revolution of 1789. Emphasis on class conflicts, climates of opinion, the play of ideas, and ways of conceiving the significance of changes in style. Authors to include Congreve, Defoe, Johnson, Boswell, Sterne, Burke and Crabbe.

Open to all students.

Mr. Gold

## **241 (1) Romantic Poetry**

Discussion of a selection of poems and some critical prose by Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.

Open to all students.

Mr. Ferry, Mr. Bidart

**245 (1) Victorian Literature**

Representative texts by major writers including Mill, Carlyle, Newman, Ruskin, Arnold, Dickens, Eliot, Tennyson, Browning and Rossetti. Study of a variety of literary responses to the new industrial world in which these Victorians found themselves, with emphasis on their struggle to control and master the world through language and art. Open to all students.

Ms. Reimer

**251 (1) (2) Modern Poetry**

20th-century poetry and poets, emphasizing the sources and achievements of the modernist revolution. Major figures will be studied, such as Yeats, Eliot, Pound, Stevens, Frost, Williams and Lowell. Open to all students.

Miss Craig, Mr. Bidart

**261 (1) American Literature I**

A survey of American literature from its Puritan beginnings to *Moby-Dick*. Emphasis upon major figures. Open to all students.

Mr. Quinn

**262 (2) American Literature II**

American writers from Whitman to World War I. Emphasis upon major figures. Open to all students.

Mr. Rosenwald, Mr. Quinn

**263 (1) (2) American Literature III**

American writers from World War I to the present: prose and poetry. Open to all students.

Mr. Cain, Mrs. Cole, Ms. Roessner

**271 (1) The History of the English Novel I**

The beginnings of the English novel in the 18th century: Defoe through Jane Austen. Open to all students.

Mr. Rosenwald

**272 (1) (2) The History of the English Novel II**

The 19th-century English novel from the Brontës to James. Open to all students.

Mr. Quinn, Ms. Harman, Mr. Polito, Ms. Reimer

**273 (1) (2) The History of the English Novel III**

The 20th-century English novel from Conrad to the present.

Open to all students.

Ms. Van Dyke, Ms. Roessner

**281 (1)\* Comedy**

The development, variety, and continuity of English comic writing.

Open to all students.

Mr. Finkelpearl

**282 (2)\* Tragedy**

Tragic drama in the age of Shakespeare—its diversity and relation to other traditions.

Open to all students.

Not offered in 1981-82.

**301 (1) The Short Story**

Techniques of short story writing together with practice in critical evaluation of student work.

Open by permission of the instructor to students who have taken one Grade II writing course.

Ms. Moss

**302 (2) Advanced Writing**

Intensive practice in the writing of poetry. Prerequisite: 202 or by permission of the instructor.

Mr. Bidart

**313 (2)\* Advanced Studies in Chaucer**

A reading of "The Book of the Duchess," "The House of Fame," "The Parliament of Fowls," the Prologue to "The Legend of Good Women," and Chaucer's lyrics as they lead to an intensive study of "Troilus and Criseyde." Supplemented by Boccaccio's "Il Filostrato" and Henryson's "Testament of Cresseid."

Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.

Mr. Stehling

**323 (1) Advanced Studies in Shakespeare I**

Plays written between 1591 and 1604, such as *Richard II*, *Henry IV*, *Much Ado about Nothing*, *Troilus and Cressida*, *Hamlet*, *Measure for Measure*, *Othello*.

Prerequisite: same as for 313.

Miss Craig, Mr. Finkelpearl

**324 (2) Advanced Studies in Shakespeare II**

Plays written between 1605 and 1611, such as *King Lear*, *Macbeth*, *Antony and Cleopatra*, *Coriolanus*, *Cymbeline*, *The Winter's Tale*, *The Tempest*.  
Prerequisite: same as for 313.

Mr. Finkelpearl, Ms. Van Dyke

**327 (1) Seventeenth-Century Literature**

Major themes and structures in the works of such poets as Donne, Herbert, Vaughan and Marvell; and of such prose writers as Bacon, Burton, Brown, Bunyan and Milton.

Prerequisite: same as for 313.

Ms. Harman

**331 (2)\* The Age of Satire**

A study of satire as social response and as literary phenomenon, exemplified in the work of such writers as Dryden, Congreve, Gay, Swift, and Pope.

Prerequisite: same as for 313.

Not offered in 1981-82.

**333 (2)\* From Neoclassic to Romantic**

The shift of sensibility from the 18th to the 19th century studied with emphasis on such authors as Johnson, Burke, and Blake.

Prerequisite: same as for 313.

Mrs. Sabin

**341 (2) Advanced Studies in the Romantic Period**

Topic for 1981-82: Wordsworth and Shelley. Intensive study of key poems and critical documents.

Prerequisite: same as for 313.

Mr. Ferry

**345 (1) Advanced Studies in Victorian and Early Modern Literature**

Normally a different topic each year.

Not offered in 1981-82.

**350 (1) (2) Research or Individual Study 1 or 2**

Open to qualified students by permission of the instructor and the chairman of the department. Two or more Grade II or Grade III units in the department are ordinarily a prerequisite.

**351 (1) Advanced Studies in Modern Poetry**

Topic for 1981-82: The post-modern generation. A study of the work of Lowell, Bishop, Ginsberg, Jarrell, Berryman and Plath, emphasizing the ways they extended and changed the Modernist revolution begun by the great generation of writers that preceded them.

Prerequisite: same as for 313.

Mr. Bidart

**363 (1) Advanced Studies in American Literature**

Topic for 1981-82: Symbolism in American literature. Study of some major 19th- and 20th-century texts in the American symbolist tradition.

Prerequisite: same as for 313.

Mr. Quinn

**370 (1-2) Thesis 2**

Open only to honors candidates who choose to do honors research or an honors project in creative writing. For alternate honors programs see Directions for Election.

**372 (1) Advanced Studies in the Novel**

Topic for 1981-82: The novel and human dignity. Dickens, Dostoevsky, Lawrence, and Kafka studied as they seek the conditions in which it becomes possible for us to look upon ourselves without loathing. An ethical approach, not neglecting questions of literary form but seeking the spiritual ends that forms serve.

Prerequisite: same as for 313.

Mr. Gold

**381 (1) The English Language**

Historical linguistics: major characteristics of the English language today studied as the products of their origin and history. Emphasis on speech, dictionaries, semantics and etymology, and translation.

Open to juniors and seniors who have taken or are taking two Grade II literature courses in the department, or a course in linguistics, or by permission of the instructor to other qualified students.

Not offered in 1981-82.

**382 (2) Criticism**

What is a text? An exploration of this and related questions from the points of view of New Criticism, reader-response, structuralist and post-structuralist criticism. Concentration on establishing the interests and concerns that stand behind a critical method, the components of that method and its practical implications for the interpretation of literature.

Prerequisite: same as for 313.

Ms. Harman

**386 (1) Seminar**

Topic for 1981-82: Henry James' short stories and novels. Read in chronological order to give the shape of James' career.

Supplementary reading in biography, letters and criticism.

Prerequisite: same as for 313.

Mrs. Sabin

**387 (2) Seminar**

Normally a different topic each year.

Not offered in 1981-82.

## Cross-Listed Courses

**Black Studies 264 (2) 2**

Black Literature in America

For description and prerequisite see Black Studies 264.

**Extrdepartmental 100 (2)**

Tutorial in Expository Writing

For description and prerequisite see Extrdepartmental 100.

**Extrdepartmental 231 (2)**

Interpretation and Judgment of Films

For description and prerequisite see Extrdepartmental 231.

Not offered in 1981-82.

**Extrdepartmental 247 (2)**

Arthurian Legends

For description and prerequisite see Extrdepartmental 247.

## Directions for Election

Grade I literature courses are open to all students and presume no previous college experience in literary study. They provide good introductions to such study because of their subject matter or focus on training in the skills of critical reading and writing. Grade II courses, also open to all students, presume some competence in those skills. They treat major writers and historical periods, and provide training in making comparisons and connections between different works, writers, and ideas. Grade III courses encourage both students and teachers to pursue their special interests. They presume a greater overall competence, together with some previous experience in the study of major writers, periods, and ideas in English or American literature. They are open to all those who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor or chairman to other qualified students. For admission to seminars and for independent work (350), students of at least B+ standing in the work of the department will have first consideration. Students are encouraged to consult with the instructors of courses they are interested in. More complete descriptions of all courses, composed by their instructors, are posted on bulletin boards in Founders Hall, and are available from the department secretary.

Students with AP credits in English, together with other freshmen and sophomores who may be considering English as a major or double major, should at some convenient point confer with the chairman. The department also maintains a roster of faculty advisors available for students contemplating English courses, whether as majors or nonmajors.

The English major consists of a minimum of eight courses, six of which must be in literature. At least four of the latter courses must be above Grade I and at least two at the Grade III level. (Neither English 100 nor English 200 may be counted toward the major.) Students must take Critical Interpretation, or present very clear evidence of having had its equivalent. This course offers fundamental and rigorous practice in methods of interpreting a literary text. All majors must also take at least one course in Shakespeare, ordinarily English 323 or 324. They should work closely with their advisors in seeking to arrange a program of study combining breadth and depth: a more than superficial acquaintance with some major works, authors, and periods that comprise the



history of English and American literature, together with a developing interest in some special field of study, such as the English Renaissance, drama, criticism, or modernism.

The department offers a choice of three programs for Honors. Under Program I the honors candidate does independent research or a project in creative writing. Although this program, upon completion, enters the student's transcript as two units of English 370, it may be begun as a unit of 350 and converted to 370 at the end of an auspicious fall semester. Programs II and III offer an opportunity to receive Honors on the basis of work done for regular courses; these programs carry no additional course credit. A candidate electing Program II takes a written examination in a field defined by several of her related courses (e.g., the Renaissance, drama, criticism). One electing Program III presents a dossier of essays written for several courses with a statement of connections between them and critical questions raised by them. An oral examination is required in all Honors programs.

Special attention is called to the range of courses in writing the College offers. English 100 is open to all students who want to improve their skills in writing expository essays. Extradepartmental 100 is open, with the permission of a class dean, to students who would benefit from a continuation of English 100 or from an individual tutorial. English 200 is a new course made possible through an endowed fund given by Luther I. Replogle in memory of his wife, Elizabeth McIlvain Replogle. It is a workshop designed especially for upperclassmen who want training in expository writing on a level above that of English 100. English 201 (The Critical Essay), besides offering intensive instruction in writing about literature, may include opportunities for writing review articles about the other arts. Courses in the writing of poetry and fiction (Grades II and III) are planned as workshops with small group meetings and frequent individual conferences. In addition, qualified students may apply for one or two units of Independent Study (350) in writing. Grade II and Grade III courses in writing and 350 writing projects as well, may at the discretion of the instructor be offered credit/noncredit/ credit-with-distinction. In general, enrollment in writing courses is limited to 15.

Knowledge of English and American history, of the course of European thought, of theatre studies, and of at least one foreign literature at an advanced level is of great value to the student of English. See, for example, History 239, 240, 252; Philosophy 203; Grade II and Grade III courses in foreign literatures; Greek 104; Russian 201, 202; Extradepartmental 211, 220, 247, 330; and courses in Theatre Studies.

A reading knowledge of at least one ancient or modern foreign language is desirable for all majors. Students expecting to do graduate work in English should ordinarily plan to acquire a reading knowledge of two foreign languages.

For students interested in American literature, in American studies, in modern drama, and in modern poetry, attention is called to relevant courses in the department of Black Studies, especially 105, 210, 211, and 310.

# French

Professor:

Galand, François, McCulloch, Stambolian•<sup>1</sup>

Associate Professor:

Mistacco, Lydgate (Chairman), Gillain

Assistant Professor:

Hules•<sup>1</sup>, Grimaud, Levitt,

Mathé•, Respaut•, Straus, Frye, Baier<sup>3</sup>

Visiting Assistant Professor:

Abetti, Raffy

All courses (except 220 and 349) are conducted in French. Oral expression, composition, and, in certain courses, creative writing are stressed.

The department reserves the right to place new students in the courses for which they seem best prepared regardless of the number of units they have offered for admission.

Qualified students are encouraged to spend the junior year in France. See p. 37.

## 101-102 (1-2) Beginning French 2

Intensive oral training and practice in listening, speaking, and reading, supplemented by regular laboratory assignments. A slide presentation of the text introduces each week's cultural and linguistic material. The French comic book *Astérix* will be used as a supplement during the second semester. Three periods.

Open only to students who do not present French for admission.

Mr. Grimaud and Staff

## 111 (1) Elementary Intermediate French

Intensive oral training and practice in listening comprehension and writing. Thorough grammar review. Vocabulary building. Three periods.

Open to students by permission of the department only. To receive credit for 111, students completing the course must proceed to 122. To fulfill the language requirement, students completing 111 must proceed to 122.

Ms. Levitt

## 121-122 (1-2) Intermediate French 2

First semester: Particular stress on grammar review, listening comprehension, vocabulary building, and development of oral skills.

Second semester: Choice of different sections emphasizing either the reading of modern texts with discussion and written work or further development of conversational skills through regular laboratory work using primarily nonliterary materials. Three periods.

Prerequisite: 102.

Ms. Hules, Mr. Straus and Staff

## 141-142 (1-2) The Language and Culture of Modern France 2

Discussion of selected modern literary and cultural texts. Grammar review. Study of vocabulary and pronunciation. Frequent written and oral practice. Three periods. Prerequisite: 122.

Mr. Frye and Staff

## 201 (1) 202 (2) French Literature and Culture Through the Centuries 1 or 2

First semester: From the Middle Ages through Classicism. Second semester: From the Enlightenment through Existentialism. Class discussion of selected masterpieces, short papers, outside reading, slides. Either semester may be taken independently.

Prerequisite: 142, or by permission of the instructor, 122.

Mr. François, Mr. Galand, Miss McCulloch

## 205 (1) French Society Today

Contemporary problems and attitudes. Class discussion of representative texts, periodicals, and newspapers. Oral reports, short papers, outside reading.

Prerequisite: same as for 201.

Ms. Raffy

**206 (1) (2) Intermediate Spoken French**

Practice in conversation, using a variety of materials including films, videotapes, periodicals, songs, radio sketches, and interviews. Regular use of the language laboratory. Enrollment limited to 15. Freshmen may register for this course only after consultation with the instructor. Prerequisite: same as for 201.

Ms. Gillain, Ms. Raffy

**212 (1) Medieval French Literature I**

The knight, the lover, and the outlaw: from the *Chanson de Roland* through Villon. Medieval texts read in modern French. Prerequisite: one unit of 201, 202, 203, 205, or 206; by permission of the instructor, 142.

Miss McCulloch

**213 (1) (2) French Drama in the Twentieth Century**

Trends in contemporary drama: symbolism, the use of myths, the influence of existentialism, the theatre of the absurd. Prerequisite: same as for 212.

Mr. Straus, Mr. Stambolian

**214 (1) (2) The French Novel in the Nineteenth Century**

Intensive study of narrative techniques and the representation of reality in major works by Balzac, Stendhal, Flaubert, Zola. Prerequisite: same as for 212.

Mr. Frye, Ms. Mistacco

**215 (1) Baudelaire and Symbolist Poets**

The nature of the poetic experience studied in the works of Baudelaire, Verlaine, Rimbaud, Mallarmé, and Laforgue. Prerequisite: same as for 212.

Mr. Galand

**219 (2) Love/Death**

In major novels of different periods, this course will investigate the connection between fiction and our fundamental preoccupation with the issues of love and death. Texts ranging from medieval to 20th century will be studied, with an eye toward understanding how the themes of love and death are related to structure, narration, and the dynamics of reading. Prerequisite: one Grade II unit of French literature. Permission of the instructor is required.

Not offered in 1981-82.

Ms. Respaut

**220 (2) Proust and the Modern French Novel (in English)**

Psychology and aesthetics in works by Flaubert, Gide, Sartre, Beckett, and Robbe-Grillet, with emphasis on Proust's *Remembrance of Things Past*. Lectures, papers, and class discussion in English. Students may read the texts in French or in English translation. Cross-listed in Extradepartmental.

Open to all students except those who have taken two or more Grade II courses in French literature.

Mr. Stambolian

**222 (1) (2) Studies in Language**

A review of selected problems in French grammar, enrichment of vocabulary, and an introduction to specifically French techniques of composition and the organization of ideas. Limited enrollment.

Open to freshmen in the first semester only after consultation with the instructor.

Prerequisite: 142, or 122 by permission of the instructor.

Mr. Galand, Mr. François, Mr. Grimaud, Mr. Abetti

**223 (2) The Nature of Narrative: An Introduction to Structuralist Criticism**

How to analyze novels, plays, short stories or nonliterary texts. Emphasis on the different ways one can study plot; implications for a psychological and social analysis of creation and reading pleasure.

Prerequisite: one Grade II unit of French literature.

Mr. Grimaud

**226 (1) (2) Advanced Spoken French**

Practice in oral expression to improve fluency and pronunciation with special attention to idiomatic vocabulary and phonetics. In addition to recordings, videotapes, and periodicals, classics of the French cinema will be studied for their linguistic interest. Regular use of the language laboratory. Enrollment limited to 15. Not open to freshmen. Not recommended for students who have already studied in France. Prerequisite: one Grade II unit except 206, or by permission of the instructor.

Ms. Gillain, Mr. Abetti

**240 (1) French Cinema**

A survey of French cinema from its invention (Lumière, Méliès) to the New Wave (Godard, Truffaut) with emphasis on the classical narrative film of the '30s and '40s (Vigo, Carné, Renoir, Ophüls, Cocteau, Bresson). Enrollment limited to 20. Prerequisite: same as for 223.

Ms. Gillain

**249 (1) (2) Selected Topics 1 or 2**

Not offered in 1981-82.

**250 (2) The French Press**

A reading of current newspaper and magazine articles in French. The emphasis will be political, sociological, intellectual as well as linguistic (practice in conversation and composition). Analysis of cartoons and comic strips from satirical newspapers and magazines and of advertisements from the daily and weekly press. Ideological and stylistic differences will be stressed. Oral and written reports. Enrollment limited to 15. Prerequisite: one Grade II unit except 220, or by permission of the instructor.

Ms. Raffy

**300 (2)\* French Literature of the Renaissance**

Social and intellectual contexts of the Renaissance in France. Humanism vs. traditional theology. Popular vs. official culture. Oral tradition and the revolution of printing. Tolerance vs. religious fanaticism. Study of major writers and the important literary beginnings their works reflect: Rabelais and the birth of the novel; Montaigne and the origins of autobiography; love poetry reoriented with Ronsard; a tradition of women's writing established by Louise Labé and Marguerite de Navarre. Frequent reference to concurrent developments in music and the plastic arts. Prerequisite: two units of 201, 202, or 203, or one unit of 212, 213, 214, 215, or 219.

Mr. Lydgate

**301 (1) The French Classical Theatre**

Power struggle as represented on the stage. Study of plays by Corneille, Racine, and Molière, with reference to important political, social, religious, and philosophical changes in the 17th century from Louis XIII and Richelieu through the most spectacular decades of the reign of the Sun King.

Prerequisite: same as for 300.

Mr. François

**303 (2) Advanced Studies in the Seventeenth and Eighteenth Centuries**

Prerequisite: same as for 300.

Not offered in 1981-82.

**304 (1) The French Novel in the Eighteenth Century**

The affirmation of self and the evolution of narrative forms. Special attention will be given to the ideological assumptions underlying the portrayal of women and their relationship to narrative structures. Authors studied: Prévost, Marivaux, Rousseau, Diderot, Laclos, Sade.

Prerequisite: same as for 300.

Ms. Mistacco

**305 (2) Advanced Studies in the Nineteenth Century**

Prerequisite: same as for 300.

Not offered in 1981-82.

**306 (1) Literature and Ideology in the Twentieth Century**

Ideological purpose and literary form in selected works of Proust, Gide, Breton, Malraux, Sartre, Camus, and Robbe-Grillet. Prerequisite: same as for 300.

Mr. Galand

**307 (2)\* French Poetry in the Twentieth Century**

The nature and function of poetic creation in the works of Valéry, Apollinaire, Breton, Saint-John Perse, Char, and Ponge. Representative texts by poets associated with OULIPO and *Tel Quel* will also be included.

Prerequisite: same as for 300.

Mr. Galand

**308 (1) Advanced Studies in Language I**

Comparative stylistics: a normative approach through linguistic analysis to the processes and patterns of translation. Theories are tested and applied.

Prerequisite or corequisite: one Grade III unit of French literature and 222, or their equivalents.

Mr. François

**309 (2) Advanced Studies in Language II**

Translation into French from novels, essays and poetry. Study of French style through analysis of selected texts.

Prerequisite: same as for 308.

Ms. Gillain

**312 (1) Medieval French Literature II**

See 212. Joint class meetings for 212 and 312. Supplementary assignments and readings in Old French for students at Grade III level.

Open by permission of the instructor.

Miss McCulloch



**318 (2)\* The Reader in the New Novel**

Recent experiments in fiction: textual play vs. expression, communication, representation; transgression and transformation of conventions of reading. Some discussion of film. Emphasis on the works and theoretical writings of Sarraute, Butor, Beckett, Duras, Simon, Ricardou, and Robbe-Grillet. Prerequisite: same as for 300.

Not offered in 1981-82.

Ms. Mistacco

**319 (2) Women and Literary Expression**

Topic for 1981-82: Transgression and Transcendence: Modern French Women Writers. Revolt against traditional androcentric psycho-social models, the creation of "feminine" alternatives and the search for another language. Selected texts of Chawaf, Cixous, Duras, Leclerc, Rochefort and Wittig as well as excerpts from feminist theoreticians.

Prerequisite: one Grade III unit of French literature or, by permission of the instructor, its equivalent.

Ms. Hules

**321 (2) Seminar**

Topic for 1981-82: *Le metteur en scène*. An exploration of the esthetics and politics of modern French theatre through consideration of writings by eminent 20th-century French directors from Jacques Copeau, whose Théâtre du Vieux Colombier opened its doors to the public in 1913, to Ariane Mnouchkine whose Théâtre du Soleil on the outskirts of Paris is working today to carry theatrical innovation forward.

Prerequisite: one Grade III unit of French literature or by permission of the instructor.

Mr. Straus

**349 (2) Studies in Culture and Criticism (in English)**

Topic for 1981-82: French Lyricism: From Literary Text to Opera. Classic French stories, plays, and novels and their adaptation by French, Italian, and German librettists and composers. Reading and discussion of a specific literary text precedes consideration of its transformation into an opera. The central issue is the manner in which narrative construction, dramatic characterization, mood, and style differ in prose fiction, dramatic literature, and opera. Texts by Perrault, Corneille, Beaumarchais, Prévost, Hugo, Dumas, Mérimée, Maeterlinck, Apollinaire. Operas by Rossini, Massenet, Mozart, Verdi, Bizet, Debussy, Puccini and Poulenc.

Additionally listed under Extradepartmental. Prerequisite: one Grade II unit in literature or by permission of the instructor. Reading knowledge of French required.

Mr. Turk (Taught at MIT)

**350 (1) (2) Research or Individual Study 1 or 2**

Prerequisite: same as for 321.

**370 (1-2) Thesis 2 to 4**

Open only to honors candidates.

**Directions for Election**

Course 101-102 is counted toward the degree but not toward the major. Students who begin with 101-102 in college and who plan to major in French should consult the chair of the department during the second semester of their freshman year. Course 141-142 may not be elected by students who have taken both 101-102 and 121-122. A student may not count toward the major 220, both 121-122 and 141-142, both 206 and 226. Course 349 may be counted toward the major but not toward the minimum major.

Students who achieve a final grade of A or A- for 121 or 141 may, on the recommendation of their instructor, accelerate their study of French in the following manner: from 121 to 142, from 141 to a lower Grade II course. Students achieving a final grade of A or A- for 102 may, upon the recommendation of their instructor, accelerate to 141.

Majors are required to take two of the following courses: 222, 308, 309. In some cases 226 may also be required. Majors should consult their advisors regularly to arrange a program of study with these objectives: (a) oral and written linguistic competence; (b) acquisition of basic techniques of reading and interpreting texts; (c) a general understanding of the history of French literature; (d) focus on some special area of study (such as a genre, a period, an author, a movement, criticism, poetics, contemporary French culture).

Courses in other foreign language and literature departments, in Art, History (especially 242 and 243), Philosophy, English, Extradepartmental 237, 330, 333, and 331, and Religion 104 and 105 are recommended for majors.

Students who plan to do graduate work in French are advised to begin or to pursue the study of a second modern language and the study of Latin; those who plan to do graduate work in comparative literature are advised to continue the study of one or more other modern literatures and to acquire proficiency in at least one classical language.

# Geology

Associate Professor:  
Andrews (Chairman)

Assistant Professor:  
Besancon, Thompson

Instructor:  
Jannik<sup>3</sup>

## 100 (1) Oceanography

An introduction to ocean science with an emphasis on marine geology. Topics include ocean currents and sediments, ocean basin tectonics and evolution, coral reefs, deep-sea life, and marine resources. No laboratory. Open to all students.

Mr. Andrews

## 102 (1) (2) Introduction to Geology

An introduction to the basic features of the solid earth and the processes that continue to modify it. Emphasis on the development and impact of the continental drift and plate tectonics theories. Laboratory and field trips include study of minerals, rocks, topographic and geologic maps. Open to all students.

Mr. Andrews, Ms. Thompson, Mr. Besancon

## 200 (2) Historical Geology

The geologic history of North America and the evolution of life as revealed in the fossil record. Interpretation of paleogeography and ancient sedimentary and tectonic environments. Laboratory and field trips. Prerequisite: 102 or permission of the instructor.

Mr. Andrews

**202 (1) Mineralogy**

Introduction to crystallography; systematic study of the rock-forming minerals. Emphasis on geochemical relationships including bonding, solid solution series, and mineral structure. Introduction to optical mineralogy. Laboratory.

Prerequisite: 102 or permission of the instructor.

Mr. Besancon

**205 (2)\* Invertebrate Paleontology**

The morphology and evolution of the major fossil invertebrate phyla with discussion of such general topics as functional morphology, origin of species and higher taxa, ontogeny and phylogeny, and animal size and shape relationships. Laboratory. Prerequisite: 102 and 200, or one unit in biology, or permission of the instructor.

Not offered in 1981-82.

Mr. Andrews

Offered in 1982-83.

**206 (1)\* Structural Geology**

Introduction to geometry and origin of rock structure ranging from micro-textures and fabrics to large-scale folding and faulting. Emphasis on processes of rock deformation in terms of theoretical prediction and experimental findings. Laboratory and field trips.

Prerequisite: 102 or permission of the instructor.

Not offered in 1981-82.

Ms. Thompson

Offered in 1982-83.

**207 (1)\* Earth Resources**

An introduction to the formation and location of geological resources, especially petroleum, coal, ores, water and gem minerals. Topics will include supply and estimation of reserves, modern exploration and exploitation techniques, and environmental considerations. Field trips to be arranged. No laboratory.

Prerequisite: 102 or permission of the instructor.

Not offered in 1981-82.

Mr. Besancon

Offered in 1982-83.

**304 (1)\* Stratigraphy and Sedimentation**

Study of the formation, composition, and correlation of stratified rocks. Emphasis on sedimentary environments, transportation of sedimentary particles, sediment diagenesis, and sedimentary petrography. Laboratory and field trips.

Prerequisite: 202.

Ms. Thompson

Not offered in 1982-83.

**308 (2)\* Plate Tectonics**

The purpose of this course is to examine geological, paleontological, and geophysical arguments underlying the plate tectonic theory of global dynamics. Topics to include: historic controversy over continental drift, evidence from the ocean basins leading to the concept of sea floor spreading, geophysical evidence for plate boundaries and plate motions, tectonic provinces associated with presently active plate boundaries, applications of plate theory in the interpretation of ancient tectonic provinces. Prerequisite: 102 and 206.

Not offered in 1981-82.

Ms. Thompson

Offered in 1982-83.

**309 (2) Petrology**

Study of the origin and occurrence of igneous and metamorphic rocks with particular reference to modern geochemical investigations. Examination and description of hand specimens and thin sections using the petrographic microscope. Laboratory. Prerequisite: 202.

Mr. Besancon

**310 (2)\* Geometrics**

Statistical analysis of geologic data utilizing univariate, bivariate, and multivariate techniques. Development and application of FORTRAN computer programs for the solution of geologic problems. Laboratory includes field mapping and scientific photography.

Prerequisite: 102 and one Grade II unit, or permission of the instructor.

Mr. Andrews

Not offered in 1982-83.

**349 (1) Seminar**

Geomorphology. Study of processes acting on the earth's surface.

The Staff

Not offered in 1982-83.

**350 (1) (2) Research or Individual Study 1 or 2**

Open by permission to juniors and seniors.

**370 (1-2) Thesis 2 to 4**

Open only to honors candidates.

**Cross-Listed Courses****Extrdepartmental 112 (2)**

Evolution: Change Through Time

For description and prerequisite see Extrdepartmental 112.

**Directions for Election**

In addition to eight units in geology, normally to include 205, 206, 304, and 309, the minimum major requires four units from other laboratory sciences, mathematics, or computer science. All four units may not be taken in the same department. A student planning graduate work should note that most graduate geology departments normally require two units each of chemistry, physics, and mathematics. Biology often may be substituted if the student is interested in paleontology.

The department recommends that students majoring in geology attend one of the Rocky Mountain geology field courses given by other colleges. Credit may be given for such courses provided the student's plans are approved in advance by the department.

**German**

Professor:

Goth (Chairman)

Associate Professor:

Ward

Assistant Professor:

Prather, Hansen

The language of the classroom in all courses is almost exclusively German. The student thus has constant practice in hearing, speaking, and writing German.

The department reserves the right to place a new student in the course for which she seems best prepared regardless of the number of units she has offered for admission.

By doing special reading during the summer and upon approval of the chairman, capable students in 100 have the opportunity to omit intermediate level courses and proceed with 202.

Upon recommendation of their instructor and approval of the chairman, students may proceed from 101 or 102 to 105 or from 104 to 203 at mid-year.

Qualified students may be recommended to spend the junior year in Germany. See p. 37.

**100 (1-2) Beginning German 2**

An introduction which emphasizes German as it is spoken and written today. Extensive practice in all four skills: listening, speaking, reading and writing. Weekly laboratory assignments with special emphasis on oral expression. Reading of fables, fairy tales and short stories. Introduction to contemporary life and culture in German speaking countries. Four periods.

Open only to students who do not present German for admission.

The Staff



**101 (1) Intensive Review German 2**

Intensive practice in listening comprehension, speaking and writing for students with previous knowledge of German. Thorough grammar review. Vocabulary building. Reading and tapes from the intermediate level. Five periods. Entering students must take a placement exam. To fulfill the language requirement, students must proceed to 103, or with special permission, 105. Three units of credit are given after completion of 101-103 or 101-105.

Mr. Hansen

**102-103 (1-2) Intermediate German 2**

Review of grammar and practice in all language skills with special emphasis on idiomatic usage. First semester: thorough grammar review, practice in classroom and language laboratory, reading in contemporary culture. Second semester: extensive composition practice, readings in German history and culture and modern literary texts, some computer laboratory work. Three periods.

Prerequisite: one to two admission units and placement exam or 100.

Ms. Ward, Mrs. Prather

**104-105 (1-2) Studies in Language and Literature 2**

Intermediate language study with emphasis on idiomatic usage, vocabulary building, and expository writing. First semester: Grammar review, written and oral practice based on literary readings. Second semester: Further training in analysis of fiction, poetry, and drama with emphasis on the continued development of language skills. Three periods. Prerequisite: two to three admission units and placement exam or, by permission of the department, 100. Permission will be based on a high grade in 100.

Ms. Goth

**202 (1) 203 (2) Introduction to German Literature 1 or 2**

Interpretation of selected masterpieces. Short papers with emphasis on stylistics and grammar. First semester: From the Middle Ages to the Enlightenment. Emphasis on the Reformation and Baroque periods. Second semester: From the 18th- to the 20th-century. Texts by Lessing, Goethe, Schiller, the Romantics and the Realists. Both semesters are required for the major. Each semester may be taken independently. Three periods. Prerequisite: three or more admission units and placement exam, two units of intermediate level German, or by permission of the department, 100. Permission will be based on a high grade in 100 and summer work.

Mrs. Prather, Ms. Goth

**205 (1) Studies in Romanticism: Literary and Folk Fairy Tales**

The "Kunstmärchen" of the Romantic epoch and its relationship to the folk "Märchen" (Grimm, Anderson, Perrault) and to myth. Religious, social and psychological patterns. Psychoanalytical interpretations of the fairy tale: Freud, Jung, Bettelheim, Fromm. Prerequisite: 202, 203 or by permission of the instructor.

Ms. Goth

**206 (1) Nineteenth-Century Literature: From the Fairytale to the Novelle**

Late Romanticism and Realism with special emphasis on the development of the *Novelle* as a genre. Tieck, Hoffman, Stifter, Keller, Droste-Hülshoff, Storm, and others. Prerequisite: 202 and 203.

Not offered in 1981-82.

Ms. Ward

**207 (1) Twentieth-Century Literature: Hugo von Hofmannsthal**

A study of the major poetry, plays, and libretti of Hofmannsthal; will include investigation of such topics as Decadence, Symbolism, and classical motifs in modern literature. The course ends with a study of selected operas by Hofmannsthal and Richard Strauss with special emphasis on *Rosenkavalier*. Prerequisite: two Grade II units or by permission of the instructor.

Not offered in 1981-82.

Mr. Hansen

**208 (2) Literature since 1945: Women and Women Authors in the Two Germanies**

Discussion of the changing role of women in the Federal Republic of Germany and the German Democratic Republic through an analysis of contrasting literary works by representative women writers from Anna Seghers and Ingeborg Bachmann to Sarah Kirsch and Gabriele Wohmann. The image of women in literature considered within a political/historical context. Attention will also be given to recent trends in literary criticism, including feminist and Marxist approaches. Prerequisite: one Grade II unit.

Not offered in 1981-82.

Ms. Ward

Offered in 1982-83.

**210 (2) Theatre in Germany**

German drama theory and practice from the Middle Ages to the present, with attention to theatrical as well as textual issues. Extensive use of tapes. The course will culminate in the staging of a one-act play or portion of a longer drama chosen by the class.

Prerequisite: one Grade II unit.

Not offered in 1981-82.

Ms. Ward

Offered in 1982-83.

**225 (2) Clashing Myths in German Culture (in English)**

Mythology from the Classical and Norse Traditions as a subject of inquiry in modern German thought and as thematic material in opera, literature, philosophy, psychology, and social thought. Includes theories of myth, some classical myths, a study of specific Norse Myths, myth in Wagner, Nietzsche, Hofmannsthal, Freud, Jung, Hesse, Alfred Rosenberg, and Thomas Mann. Course will include listening to two German operas. All texts read in English.

Open to all students.

Mr. Hansen

**230 (2) Advanced German Language Skills**

A review of difficult points of grammar, syntax and style, with intensive practice in composition, translation and oral skills. Readings from newspapers and magazines, as well as technical material from various fields. Regularly scheduled work in language and computer laboratories. Required for all German majors whose native language is not German. Two periods.

Prerequisite: one Grade II unit.

Mrs. Prather

**304 (2) Goethe**

An introduction to the Goethe-era through study and performance of his dramas from *Götz von Berlichingen* to *Faust*. The Storm and Stress and classical periods.

Prerequisite: 202-203 or by permission of the instructor.

Ms. Ward

**305 (1) Reading in Eighteenth-Century Literature**

Emphasis on writers of the Enlightenment and the Storm and Stress movement: Gottsched, Lessing, Herder, Bürger, Goethe, Schiller.

Prerequisite: two Grade II units or by permission of the instructor.

Not offered in 1981-82.

Ms. Goth

Offered in 1982-83.

**310 (1) Studies in Poetry**

Study of themes, techniques, and historical background. The development of German poetry from the Baroque to modern times.

Close study of key poems by Gryphius, Goethe, Novalis, Rilke, Brecht, Celan and others.

Prerequisite: 202-203 or by permission of the instructor.

Ms. Goth

**349 (1) Seminar. German Exile Literature (1933-1945)**

Exploration of the writers who were forced to flee Hitler and continue their literary production outside Germany. Topics to be considered include the psychological crisis of exile and its effect upon the writers and their works; the recurring themes and techniques of oppositional, anti-fascist literature; political and aesthetic concerns of exile literature. Letters and memoirs, as well as primary texts, will be examined as documents of the literary life of this troubled era.

Prerequisite: one Grade III unit or by permission of the instructor.

Mr. Hansen

**350 (1) (2) Research or Individual Study 1 or 2**

Open by permission to juniors and seniors.

**370 (1) (2) Thesis 2 to 4**

Open only to honors candidates.

## Directions for Election

Course 100 is counted toward the degree but not toward the major. Intermediate level courses (101, 102-103, 104-105) are considered as Grade I courses and are not ordinarily counted toward the major. Students who begin with 100 and who wish to major in German should consult the department in order to obtain permission to omit the intermediate level and take 202-203. Students who begin with intermediate level work and wish to major may be encouraged at mid-year to advance from 101 or 102 to 105 and from 104 to 203.

Students intending to major in the department are required to take 202-203, 304 or 305 offered in alternate years, 230, and at least one seminar.

It is strongly recommended that the major include a distribution by approach; that is, at least one period, one genre and one single-author course, and that there be three Grade III units.

Courses in art, music, philosophy, English, literature courses in other foreign language departments, and History 244 are recommended.

# Greek and Latin

Professor:

Lefkowitz (Chairman), Geffcken•1

Associate Professor:

Marvin

Assistant Professor:

Engels•, Rash, Starr, Poliakoff

Courses on the original languages are conducted in English and encourage close analysis of the ancient texts, with emphasis on their literary and historical values.

The departments reserve the right to place a new student in the course for which she seems best prepared regardless of the number of units she has offered for admission.

Qualified students are encouraged to spend a semester, usually in the junior year, at the Intercollegiate Center for Classical Studies in Rome. See Directions for Election.

## Greek

### 102 (1) Beginning Greek

An introduction to Ancient Greek, stressing rapid reading and Greek as an example of a highly inflected Indo-European language. Four periods.

Open to students who do not present Greek for admission.

Mr. Rash

### 103 (2) Intermediate Greek

Further development of Greek reading and language skills. Three periods.

Prerequisite: 102 or equivalent.

Miss Marvin

### 104 (1) Classical Mythology

The more important classical myths read in English translations of Greek and Latin authors; their religious origins; their expression in ancient literature and art; their later influence.

Open to all students.

Mrs. Lefkowitz

**201 (1) Plato**

*Apology, Crito*, and selections from the *Phaedo*. Socrates in Plato and in other ancient sources, his position in the development of Greek thought. The dialogue form, the historical context. Selected readings in translation from Plato, Xenophon, the comic poets, and other ancient authors. Three periods.

Prerequisite: 102 and 103, or two admission units in Greek, or exemption examination.

Mr. Starr

**202 (2)\* Greek Drama in Translation**

Intensive study of tragedies of Aeschylus, Sophocles, and Euripides, in English translation. The survival in literary form of primitive ritual; the development of new mythic patterns on ancient models. The role of contemporary psychoanalytic theory in evaluating the social function and structure of drama.

Open to all students.

Not offered in 1981-82.

**205 (2) Homer's Iliad**

Study of selected books in Greek with emphasis on the oral style of early epic; reading of the rest of the poem in translation; the archaeological background of the period. Three periods.

Prerequisite: 201.

Mr. Poliakoff

**228 (1) Reflections on the Search for Alexander**

An examination of the cultural and social background of Macedon and the Hellenistic world of the fourth to first centuries B.C. based on the show "The Search for Alexander" at the Boston Museum of Fine Arts. Special consideration will be given to technology and style and to the process of selecting and exhibiting the objects in the show.

Open to all students.

Miss Marvin

**252 (2)\* Women in Antiquity**

The role of women in Greek and Roman societies; the influence of ancient values on present-day attitudes. Readings from historical, medical, legal, and religious documents; consideration of archaeological evidence. Comparison of relevant materials from other periods and cultures.

Open to all students.

Mrs. Lefkowitz

**254 (2)\* The Greek Experience**

A survey of archaic and classical Greek literature based on readings in English translation of major authors, including Homer, Hesiod, Sappho, Solon, Pindar, the tragedians, Aristophanes, Herodotus, and Thucydides. Emphasis on relationships between literature and society, and on the interplay between tradition and innovation in Greek culture.

Open to all students.

Not offered in 1981-82.

**302 (2)\* Aeschylus and Sophocles**

Drama as expression of man's conflict with forces beyond his control; the use of mythology to describe the conflict between human institutions and the natural world; innovations in language, metaphor, and metre. Reading of one drama by each author in Greek, others in English.

Prerequisite: 205.

Not offered in 1981-82.

Mrs. Lefkowitz

Offered in 1982-83.

**303 (1)\* Herodotus**

A study of Herodotus and the origins of the Western historical tradition, focusing on his theory of history and his place in the intellectual world of 5th century Athens. Herodotus' perception of the war between Greece and Persia as a conflict of liberal and absolutist political institutions and values; Herodotus and the origin of the concept of political freedom.

Prerequisite: 205.

Not offered in 1981-82.

Mr. Engels

Offered in 1982-83.

**304 (1)\* Euripides**

Euripides' exposition of current problems in traditional narrative framework; his development of dramatic form; his exploration of human and political motivation. Reading of two or three plays in Greek, others in English.

Prerequisite: 205.

Mrs. Lefkowitz



**305 (2)\* Thucydides**

Contemporary impressions of the political conflicts confronting the state in the late 5th century B.C. Imperialism and the causes of the Peloponnesian War; the flaws in Athenian democracy and the influence of Sophistic argumentation. The attempt to formulate a scientific approach to history and the rejection of earlier models; the creation of a new prose style. Reading in Greek of selections from Thucydides.

Prerequisite: 205.

Mr. Poliakoff

**328 (2)\* Problems in Ancient History and Historiography**

Prerequisite: History 229 or 230 or 231 or permission of the instructor.

Not offered in 1981-82.

**349 (1) (2) Seminar 1 or 2**

First semester: Homer's *Odyssey*. Study of selected passages in Greek; reading of the rest in translation. The art of the oral poet; the use of Homer as a source for reconstructing the social world and moral values of early Greece. Second semester: Greek Comedy. Reading of plays by Aristophanes and Menander in Greek and in translation. Theories of comedy, ancient and modern; the adaptation of Greek Comedy by Roman authors.

Prerequisite: 205

Mrs. Lefkowitz (2)

**350 (1) (2) Research or Individual Study 1 or 2**

Open to seniors by permission.

**370 (1-2) Thesis 2 to 4**

Open only to honors candidates who choose to do honors research. For alternate honors program see Directions for Election.

**Cross-Listed Courses****Extrdepartmental 246 (2)\***

Ancient Medicine

For description and prerequisite see Extrdepartmental 246.

**Extrdepartmental 251 (1)\***

Ancient Science

For description and prerequisite see Extrdepartmental 251.

**History 150 (1)c**

Early Greece

For title and description see History 150 (1)c.

**History 229 (2)\***

Alexander the Great and the Hellenistic World  
For description and prerequisite see History 229.

**History 230 (2)\***

Greek History from the Bronze Age to the Death of Philip II of Macedon  
For description and prerequisite see History 230.

**Religion 207 (1)**

New Testament Greek

For description and prerequisite see Religion 207.

**Latin****100 (1) Beginning Latin**

Fundamentals of the Latin language. Readings from classical and medieval texts.

Four periods.

Open to students who do not present Latin for admission, or by permission of the instructor.

Mr. Poliakoff, Mr. Starr

**101 (2) Intermediate Latin**

Development of reading skills through intensive study of classical authors. Three periods.

Prerequisite: 100.

Mr. Poliakoff

**102 (2) Intensive Review**

Survey of grammar and syntax; reading from classical Latin authors. Four periods.

Prerequisite: two admission units in Latin or permission of the instructor.

Mr. Rash

**200 (1) Introduction to Vergil's *Aeneid***

Study of the poem with selections from Books I-VI in Latin. Three periods.

Prerequisite: Latin 101 or 102, or three admission units in Latin not including Vergil, or exemption examination.

Mr. Poliakoff

**201 (2) Latin Comedy**

Study of selected plays of Plautus and Terence in the light of ancient and modern theories of the comic. Reading of two plays in Latin, others in English. Three periods.

Prerequisite: Latin 200, or three admission units in Latin.

Miss Geffcken

**207 (2) Medieval Latin**

The interaction of Christian values and classical modes of thought in literature from 374 to 1374 A.D. Selected readings from prose and poetry. Three periods.  
Prerequisite: 200 or 201 or the equivalent, or permission of the instructor.

Mr. Starr

**221 (1) Catullus and Horace**

The evolution of Latin poetic style during the last years of the Republic and the Augustan Age. Readings from the short poems of Catullus and the *Odes* of Horace.  
Prerequisite: four admission units in Latin or three including Vergil or 200 or 207. Not open to students who have taken [202] or [203].

Mr. Rash

**222 (2) Ovid and Petronius**

Narrative art in poetry and prose: Ovid's treatment of human psychology in selections from the *Metamorphoses* and from his other works, Petronius' use of comic technique in the *Satyricon*.

Prerequisite: same as for 221. Open to students who have taken [202] or [203].

Miss Geffcken

**249 (1) Selected Topics**

Topic for 1981-82: Latin love elegy. Traditional expressions of subjectivity and their development in the elegiac poetry of Catullus, Tibullus, Propertius, and Ovid.

Prerequisite: [202] or [203] or an AP Latin score of 5, or permission of the instructor.

Mr. Poliakkoff

**302 (2) Vergil's *Aeneid***

The artistic achievement of Vergil in the light of earlier literature, especially Homer and Ennius; Vergil's view of man and the destiny of Rome.

Prerequisite: 249 or permission of the instructor.

Miss Geffcken

**308 (1)\* The Struggle for Power in the Late Republic**

The events, life, and thought of the late Republic in the letters of Cicero and in the historical writings of Caesar and Sallust.  
Prerequisite: 249.

Mr. Starr

**309 (2)\* Livy**

Livy's vision of Rome, his use of sources, historical judgment, and literary techniques. Readings from selections on early Rome and the Hannibalic War.

Prerequisite: 249.

Mr. Starr

**316 (1)\* The Effects of Power and Authority in the Empire**

How Tacitus and Juvenal understood the Roman Empire. Tacitus' career and its effect on his approach to history; his literary techniques. Juvenal's picture of the debasement of Roman society and life.

Prerequisite: 249.

Not offered in 1981-82.

Mr. Starr

Offered in 1982-83.

**317 (2)\* Imperial Rome: The Novel**

The development of the ancient novel with emphasis on satirical techniques in Petronius and on religious and mythological themes in Apuleius.

Prerequisite: same as for 316.

Not offered in 1981-82.

Miss Geffcken

Offered in 1982-83.

**350 (1) (2) Research or Individual Study 1 or 2**

Open to seniors by permission.

**370 (1-2) Thesis 2 to 4**

Open only to honors candidates who choose to do honors research. For alternate honors program see Directions for Election.

**Cross-Listed Courses****Extradepartmental 246 (2)**

Ancient Medicine

For description and prerequisite see Extradepartmental 246.

**Extradepartmental 251 (1)**

Ancient Science

For description and prerequisite see Extradepartmental 251.

**Greek 104 (1)**

Classical Mythology

For description and prerequisite see Greek 104.

**Greek 252 (2)**

Women in Antiquity

For description and prerequisite see Greek 252.

**Greek 328 (2)\***

Problems in Ancient History and

Historiography

For description and prerequisite see Greek 328.

**History 231 (1)\***

History of Rome

For description and prerequisite see History 231.

**History 360 (1)\***

Seminar. Roman History

For description and prerequisite see History 360.

## Directions for Election

To fulfill the distribution requirement in Group A, students may elect any courses in Greek or Latin except Greek 252, 328; History 150, 229, 230, 231, 360; Extradepartmental [243], 246, 251, (these courses may be elected to fulfill the requirement in Group B). The following may not be counted toward the major in Greek or Latin: Extradepartmental [243], 246, 251; Greek 203, 228, 252, 254, 328; Greek/Latin 104; History 229, 230, 150, 231, 360.

All students majoring in Greek must complete four units of Grade III work.

All students majoring in Latin are required to complete 302 and at least two units of the following: 308, 309, 316, 317.

Latin students who offer an AP Latin score of 5 should elect 249; an AP score of 4 normally leads to 202.

Students majoring in Greek or Latin are advised to elect some work in the other language. It should be noted that work in both Greek and Latin is essential for graduate studies in the classics.

Courses in ancient history, ancient art, ancient philosophy, and classical mythology are recommended as valuable related work. Students interested in a major in classical and Near Eastern archaeology are referred to p. 175 where the program is described.

Students who wish to focus a classical major on ancient civilization can plan with the department an appropriate sequence of courses, which should include work in art, history, philosophy, and literature. Such a program should always contain at least four units of work in the original language. Basic knowledge of French or German is recommended. For details on the classical civilization major, see p. 174.

The departments offer a choice of two plans for the Honors Program. Plan A (Honors Research, see 370 above, carrying two to four units of credit) provides the candidate with opportunity for research on a special topic and the writing of a long paper or several shorter papers. Plan B provides an opportunity for the candidate to show through examinations at the end of her senior year that she has acquired a superior grasp, not only of a basic core of texts, but also of additional reading beyond course requirements. Plan B carries no course credit, but where appropriate, students may elect a unit of 350 to prepare a special author or project which would be included in the Honors examinations.

Honors candidates who are classical civilization majors should elect Plan B.

The College is a member of the Intercollegiate Center for Classical Studies in Rome, a program for American undergraduates in classical languages, ancient history and topography, archaeology and art history. Majors, especially those interested in Roman studies, are urged to plan their programs so as to include a semester at the Center in the junior year.

# History

Professor:

Auerbach (Chairman), Cohen, Cox, Preyer\*, Robinson

Associate Professor:

Jones

Assistant Professor:

Knudsen, Tumarkin, Engels, Saad, Gouda, Fitzpatrick, Cayton

Instructor:

Dyer

## 100 (1) (2) Medieval and Early Modern European History

A study of the major ideas and institutions that have shaped Western civilizations from the "grandeur that was Rome" to the Age of the Renaissance and Reformation. Emphasis upon the different "lifestyles" of successive Western societies and upon the processes of social change in the history of Western Europe. Introduction to the techniques of historical analysis and to problems in the interpretation of historical evidence through extensive use of original sources. Open to all students.

Mr. Cox, Ms. Dyer

## 101 (1) (2) Modern European History 1

An introduction to European history from 1600 to the present, designed to aid the student in formulating historical judgments about the significance of representative institutions, the scientific revolution, the Enlightenment, the French Revolution, industrialization, imperialism, world wars, totalitarianism. Open to all students.

Ms. Tumarkin, Mr. Knudsen, Ms. Gouda

## 102 (1) The American Experience

An introduction to the social, cultural, political, and economic forces that have shaped American history, including colonization, slavery, immigration, civil conflict, industrialization, and international relations. Open to all students. Principally for those who have not had a survey course in American history in junior or senior year of high school.

Ms. Jones

## 103 (1) Introduction to Non-Western History

An introduction to world history focusing appreciably on non-Western societies and civilizations. Deals with common themes in the origins and evolution of civilization from Europe, Africa and the Middle East, to India, China and the Far East. Discussion of the delineation of world cultures from ancient to post medieval times. Concludes with a survey of the Western expansion, from the age of exploration to imperialism, and the responses of various societies to the rise of globalism in the modern era. Open to all students.

Mr. Saad

## 150 (1) (2) Colloquia

For directions for applying see p. 47. Open by permission to a limited number of freshman and sophomore applicants.

(1)

a. The Southern confederacy

An examination of the various forces that shaped, divided, and ultimately led to the defeat of the Confederate States of America, with special emphasis on racial, class, and political conflict within the new nation.

Ms. Jones

c. Early Greece

A study of the formation of the Western cultural tradition in Greece from the Bronze Age to 500 B.C. The course will emphasize the development of fundamental innovations such as rational thought, the belief in natural law, and systems of government based on the consent of the governed. Other topics will include the Minoan and Mycenaean civilizations, the problem of the Dorian invasion and the Greek Dark Ages, religion, society, the formation of city states, and colonization.

Not offered in 1981-82.

Mr. Engels



## e. China in outside perspective

Can another people's historical or cultural experience be understood in its own terms by an outsider? Or does the outsider's outsideness place definite limits upon cross-cultural understanding? Many westerners who went to China in the 20th century stayed for long periods, became deeply engaged in the revolutionary changes that were taking place, and then wrote accounts (often highly personal) of their experiences. What we can learn from these accounts about China—and what the accounts tell us about the outsiders themselves (many of them Americans)—will be the central problem explored in this course. Readings will be drawn from autobiography, fiction, personal memoirs, and journalism.

Mr. Cohen

## (2)

## d. Henry VIII: wives and policy

A study of the relationship between Henry's matrimonial ventures (all six) and issues of domestic and foreign policy during his reign. The colloquium will be structured around the BBC television series (6 films, 90 minutes each) called "The Six Wives of Henry VIII." Recent scholarly works, including biographies where possible, and 16th century sources will provide historical materials for comparison with and contrast to the dramatic presentations.

Mrs. Robinson

## h. Richard The Lion-Hearted in history and legend.

An introduction to the great issues of life and death, love and war, politics and religion during the second half of the 12th century in England, France, and the "kingdoms beyond the Sea" through a study of the life and career of one of medieval Europe's most famous figures.

Mr. Cox

## j. Germany in the twenties

Introduction to the Weimar Republic from its revolutionary beginnings in 1918 until the Depression and the Nazi takeover. Course will study the politics, society and culture of the twenties using memoirs, plays, films, novels, and pamphlets.

Mr. Knudsen

**222 (1) Classical and Early Medieval Intellectual History**

A history of Western thought from its pre-Socratic origins to Boethius. Emphasis will be placed on the living issues of thought in the pre-Socratics, Plato, Aristotle, the Stoic and Epicurean philosophers, the Bible and the Church Fathers, among others.

Open to freshmen and sophomores who have taken 100 or related work in literature or philosophy, and to juniors and seniors without prerequisite.

Not offered in 1981-82.

Mrs. Chaplin

**229 (2)\* Alexander the Great and the Hellenistic World**

The course will survey the achievements of Alexander and the culture of the new world he created. The personality and career of Alexander will be examined as well as the innovations he introduced into the Western world: new concepts of kingship, political organization, and the notion of brotherhood between diverse ethnic groups. The rich diversity of the Hellenistic world will also be surveyed: trade with India and China, religious syncretism, the spread of oriental religions into the Mediterranean world, and the achievements of Hellenistic science which formed the foundation for the future development of the Western scientific tradition.

Open to all students.

Not offered in 1981-82.

Mr. Rash

**230 (2)\* Greek History from the Bronze Age to the Death of Philip II of Macedon**

A survey emphasizing the relationships between the patterns of Greek culture, the origins of the Western intellectual tradition, and the development of constitutional forms of government culminating in the formulation of democracy in Athens. Other topics will include Greek religion, society, economy, and the failure of Athenian democracy in its conflicts with Sparta and Macedon.

Open to all students.

Mr. Rash

**231 (1)\* History of Rome**

An introduction focusing on Rome's cultural development from its origins as a small city state in the 8th century B.C. to its rule over a vast empire extending from Scotland to Iraq. Topics for discussion will include the Etruscan influence on the formation of early Rome, the causes of Roman expansion throughout the Mediterranean during the Republic, and the Hellenization of Roman society. Also, the urbanization and Romanization of Western Europe, the spread of mystery religions, the persecution and expansion of Christianity, and the economy and society of the Empire will be examined.

Open to all students.

Not offered in 1981-82.

Mr. Engels

**232 (2) The Medieval World, 1000 to 1300**

An introduction to the history and culture of Europe during the High Middle Ages, for students interested in art, literature and philosophy as well as history. The attempt to create a Christian commonwealth will be examined, together with its effects upon feudal monarchy, knights and chivalry, peasants, townsmen and students. Life in castles, on manors, in villages and towns will be seen in relation to political, religious and social ideas as expressed in contemporary sources, including art and literature.

Open to qualified freshmen and sophomores (see Directions for Election) and to juniors and seniors without prerequisite.

Mr. Cox

**233 (1) Renaissance Italy**

Italian history and culture from the age of Petrarch and Boccaccio to the age of Michelangelo and Machiavelli. The new urban civilization of late medieval Italy as a background to the developments in art, literature, and philosophy of the Renaissance. Topics to be discussed include the commercial revolution, the impact of the Black Death, republicanism and the growth of civic humanism, patronage and art, the rise of the court, theories of princely power, and Counter-Reformation culture.

Prerequisite: same as for 232

Not offered in 1981-82.

Ms. Dyer

**234 (1) Renaissance and Reformation in Western Europe**

The development of culture and society between 1300 and 1600. The course will concentrate on the intellectual movements of the Renaissance and Reformation period: humanism, neoplatonism, scholasticism, mysticism, scepticism, and reformation thought. Reading will consist largely of primary sources, including works by Dante, Petrarch, Pico, Erasmus, Machiavelli, Luther, Calvin, Loyola, Montaigne.

Open to all students.

Ms. Dyer

**235 (2) Medieval and Early Modern European Intellectual History, 400 to 1600**

A survey in the history of ideas from Augustine to Francis Bacon. Themes to be studied: the dignity of man, the freedom of the will, man and nature, man and God. Reading largely from primary sources, including Augustine, Boethius, Anselm, Abelard, Bonaventure, Aquinas, Ockham.

Prerequisite: same as for 232.

Not offered in 1981-82.

Ms. Dyer

**236 (1)\* The Emergence of Modern European Culture: The Seventeenth and Eighteenth Centuries**

A comparative survey of Enlightenment culture in England, France, and the Germanies. Topics to be considered include skepticism, the scientific revolution, classicism in art, the formation of liberal society, the differing social structure of intellectual life. The approach is synthetic, stressing the links between philosophy, political theory, art, and their historical context. Among the authors: Locke, Hume, Voltaire, Diderot, Rousseau, Lessing, Kant, Goethe.

Prerequisite: same as for 232.

Not offered in 1981-82.

Mr. Knudsen

**237 (1)\* Modern European Culture: The Nineteenth and Twentieth Centuries**

A survey of European culture from the French Revolution to the post-World War II period—from idealism to existentialism in philosophy, from romanticism to modernism in art and literature. As with 236, emphasis is placed on the social and historical context of cultural life. Among the authors: Wordsworth, Hegel, Marx, Mill, Nietzsche, Freud, Merleau-Ponty.

Prerequisite: same as for 232.

Mr. Knudsen

**238 (1) English History: 1066 and All That**

From the coming of the Anglo-Saxons through the coming of Henry Tudor. This survey will study some of the traditional heroes and villains, such as Alfred the Great, William the Conqueror, Richard the Third; church and churchmen, such as Bede, Becket, and Beaufort; developments into and away from feudal monarchy; aspects of sociopolitical history, including baronial and peasant uprisings; and selected cultural achievements. Open to qualified freshmen and sophomores (see Directions for Election), to sophomores who have taken 100 or are concentrating in English literature, and to juniors and seniors without prerequisite.

Mrs. Robinson

**239 (2) English History: Tudors and Stuarts**

The 16th and 17th centuries, emphasizing the unique aspects of the English Reformation, Elizabethan achievements and failings, and the multiple revolutions or alleged revolutions of the 17th century. Special attention to exploring the controversies among historians in explaining and interpreting these transforming developments. Prerequisite: same as for 238.

Mrs. Robinson

**240 (1) Modern England**

English history from the 15th century into the 20th. We will explore some of the tensions and difficulties accompanying the transformation of a basically agrarian, hierarchical, traditional society into an industrial, secular democratic welfare state. The emphasis will fall on the time period 1815-1914.

Open to qualified freshmen and sophomores (see Directions for Election), to students who have taken 101 or 259, to sophomores concentrating in English literature, and to juniors and seniors without prerequisite.

Not offered in 1981-82.

Mrs. Robinson

**242 (1) The Age of Louis XIV in France**

The history and culture of France, 1600-1715. Absolute monarchy and the palace-city of Versailles, both as techniques of government and as expressions of political, religious and aesthetic ideals will be studied against the background of crisis, rebellion and war during the first half-century. The art, architecture, drama and literature of the "Classical Age" will complete this picture of the France that became the wonder and the terror of its time. Prerequisite: same as for 232.

Mr. Cox

**243 (2) The Enlightenment, the French Revolution, and Napoleon**

The history and culture of France, 1715-1815. Monarchical splendor, lordly pleasures, the new urban culture, and the pursuit of happiness and reform, as seen in art, architecture and letters during the Age of Voltaire and Rousseau. Analysis of the causes and events of the Revolution, the effort to create a Republic of Virtue, the rise of Napoleon and the creation of the Napoleonic Empire. Napoleon himself will be studied as one of the more fascinating and enigmatic phenomena in modern European history. Prerequisite: same as for 232.

Mr. Cox

**244 (2) Modern Germany**

Beginning with the revolution of 1848, an examination of German politics, society, and culture to the post-World War II period. Special emphasis on Bismarck and the founding of the German Empire; the Empire's crisis and collapse in World War I; the formation of the Weimar Republic; and the emergence of Nazism and the Third Reich. The task will be to explore the German response to problems shared throughout Western Europe.

Prerequisite: same as for 232.

Not offered in 1981-82.

Mr. Knudsen

### **245 (2) History of Modern France, 1815-Present**

Starting with the restoration of the monarchy this course will explore the interaction between the revolutionary tradition and reactionary factions in French politics, the eruption of revolution in 1830 and 1848, the Commune in 1870 and the emergence of a politicized labor movement and its connections to international Marxism, and in the 20th century attention will be devoted to the fate of France during World War I, the United Front in the inter-war years, and political alignments during World War II; France's economic takeoff in the postwar era, the Algerian crisis, and the student protests of the 1960s.

Prerequisite: same as for 232.

Ms. Gouda

### **246 (2) Medieval and Imperial Russia**

A study of the social, political, economic, and cultural development of Russia from the medieval period to the mid-19th century. Particular consideration is given to the rise of absolutism, the enslavement of the peasantry, and the impact upon Russia of successive foreign cultures—Byzantium, the Mongol Empire, and the West.

Open to sophomores, juniors, and seniors without prerequisite.

Ms. Tumarkin

### **247 (1) Modern Russia and the Soviet Union**

One hundred years of reform, revolution, and reaction. Late Imperial Russia, the Revolution of 1917, and the creation of a Soviet state under Lenin and Stalin. Special emphasis is placed on the Russian Revolution and on continuity and change under Soviet rule.

Prerequisite: same as for 246.

Ms. Tumarkin

### **248 (1) Europe in the Twentieth Century**

An interpretative study of modern Europe emphasizing social change and the development of new modes of thought and expression. Topics include: communism, fascism, nationalism; Freud; changing artistic and intellectual perceptions; the mass media.

Prerequisite: same as for 232.

Ms. Tumarkin

### **250 (1) The First Frontier**

The settlement of North America by Europeans and Africans in the 17th and early 18th centuries and its impact on native American cultures. Course discussion will include the expectations of immigrants and their transformation in interaction with the American environment as well as the search for stability in colonial America.

Open to sophomores, juniors, and seniors without prerequisite.

Mr. Cayton

### **251 (2) The United States in the Eighteenth Century**

The transformation of society, culture, and politics in the era of the American Revolution, 1750-1820.

Open to sophomores, juniors, and seniors without prerequisite.

Mr. Cayton

### **252 (1) The United States in the Nineteenth Century**

An introduction to the major political, economic, and social forces which shaped 19th-century American history.

Prerequisite: same as for 246.

Not offered in 1981-82.

Ms. Jones

### **253 (2) The United States in the Twentieth Century**

Selected 20th-century issues and problems, with emphasis on the responses of Americans and their institutions to social change.

Prerequisite: same as for 246.

Mr. Auerbach

### **257 (2) Women in American History**

A survey of women in American history, from the colonial period to the present, focusing on the family, education, patterns of paid and unpaid labor, creative women, images of women in the popular media, women's rights, and feminism. Special emphasis on class, ethnic, racial, and religious differences among American women, as well as their common experiences.

Open to all students, except those who have taken [155].

Ms. Jones



**258 (2) Science and Medicine from the Middle Ages to the Scientific Revolution**

A survey of developments in science and medicine between 500 and 1700. The course will trace the classical tradition in natural philosophy inherited from Antiquity, its transformation in the high Middle Ages, and the emergence of new explanatory systems during the 16th and 17th centuries. Authors to be read include Albertus Magnus, Oresme, Leonardo, Paracelsus, Copernicus, Vesalius, Francis Bacon, Galileo, Harvey, Descartes, and Newton.

Prerequisite: same as for 232.

Ms. Dyer

**259 (1) Labor in the United States**

The history of the American worker from the colonial period to the present. The experience of working men and women will be studied along with the broader relationship between labor and the state. Special emphasis will be placed on the impact of industrialization, religion and the working class, labor unrest, the growth of organized labor, conflict and change within the labor movement.

Open to sophomores, juniors, and seniors without prerequisite.

Ms. Fitzpatrick

**260 (1)\* History of Latin America**

The political, social, economic, and cultural evolution of the Latin American world from colonial days to the present. Emphasis on colonial institutions and their relations to historical developments in the Iberian peninsula and on the fundamental problems, especially in certain key countries, of modern and contemporary Latin America.

Open to qualified freshmen and sophomores (see Directions for Election), to sophomores who have had a course in history or art history, and to juniors and seniors without prerequisite.

Not offered in 1981-82.

Mr. Lovett

**261 (1)\* History of Spain**

From the epic struggle between Moors and Christians for the control of the Iberian peninsula, through the centuries of Imperial Spain, to modern Spain with its split between liberals and conservatives, a split which explodes into the apocalyptic Civil War of 1936-39, the history of Spain is explored through readings, lectures, and discussions. The course ends with the study of the Franco dictatorship (1939-75) and post-Franco Spain. Prerequisite: same as for 260.

Mr. Lovett

**267 (2) African Historical Traditions**

This course seeks to illustrate the richness of cultural historical traditions in Africa.

Consideration of various kingdoms, from Yorubaland in West Africa to Ethiopia in East Africa to Great Zimbabwe in southern Africa. Discussion of art, architecture, literature, religion and belief systems. Special emphasis on the evolution of social, political and spiritual culture and on the modes of transmission of culture from medieval to modern times.

Open to all students.

Not offered in 1981-82.

Mr. Saad

**268 (2) Africa in the Modern World**

Modern history of Africa from the mid-19th century to the present. Analyzes the origins, growth and breakdown of colonialism with emphasis on traditionalist and modernist African responses. Examines the rise of nationalist and liberation movements and the emergence of new states. Discussion of post-independence problems and special attention to the current crisis in southern Africa.

Open to all students.

Mr. Saad

**269 (2) History of the Islamic World**

A survey of Islamic history from the prophet Muhammad and the classical period of Islam through the Mughal, Safavid and Ottoman empires to modern times. Consideration of the Islamic sciences and arts, as well as jurisprudence and institutions. Attention to adaptations of Islam in various Asian and African cultures. Emphasis on religio-political traditions and especially the dichotomy between the theocratic and secularist trends.

Open to all students.

Mr. Saad

**271 (2) Japanese History**

Japanese history from earliest times to present, focusing on modern period (since 1600). Special consideration given to cross-cultural comparison (Japanese and European feudalism, Japanese and Chinese responses to encounters with the modern West), factors contributing to Japan's rapid economic growth in the 19th century and the development of ultranationalism and militarism in the 20th, cultural and intellectual trends, World War II and the postwar recovery, problems faced by Japan in the future.  
Open to all students.

Mr. Cohen

**275 (1) Late Imperial Chinese History**

After a brief survey of earlier developments in Chinese history, the course will focus on the period from late Ming (ca. 1600) to the eve of the revolution of 1911. Emphasis will be placed on both internal and external sources of change: the growing commercialization of Chinese society, unprecedented population expansion, the doubling of the size of the Chinese empire in the 18th century, indigenous intellectual and cultural developments, the political-economic-intellectual impact of the West and the progressive breakdown of Chinese society and polity in the 19th century.  
Open to all students.

Mr. Cohen

**276 (2) China in Revolution**

An introduction to the revolutionary changes that have swept China in the 20th century. Among topics to be covered: the revolution of 1911 and its meaning; warlordism and the militarization of Chinese politics; May Fourth cultural, intellectual, and literary currents; Jiang Kaishek and the Guomindang; Mao Zedong and the early history of the Communist movement; social and economic changes; World War II; the Communist triumph in 1949 and major developments of the last 30 years; future problems.  
Open to all students.

Mr. Cohen

**280 (2) Imperialism and Dependency in the Third World**

Analyzes the economic and political causes of the expansion of Europe and the United States into Africa, Asia, the Middle East, and Latin America since the mid-19th century. Examines the characteristics and consequences of imperialism and dependency in these areas of the world today.

Open to all students without prerequisite.

Not offered in 1981-82.

Mr. Saad

**284 (1) History of the Middle East**

A study of the rise of the modern Middle Eastern states against the background of the disintegration of the Ottoman Empire. Focus will be on a series of important transformations, such as the rise of Muhammad Ali in Egypt, the Ottoman reforms of the 19th century and the realignments which came in the wake of the two world wars. A survey of the colonial interlude and the emergence of nationalist movements, concluding with a historical overview of the Mideast conflict.

Open to all students.

Mr. Saad

**310 (1-2) Social History of the United States 1 or 2**

The development of American society in terms of changing family organization, socioeconomic class structure, patterns of work and leisure time activities, industrialization, urbanization, ethnic groups, and social and geographical mobility. First semester: Colonial period to 1850. Second semester: 1850 to 1970. Either semester may be elected independently.

Open to juniors and seniors who have taken two units of history or by permission of the instructor.

Ms. Jones

**320 (1) American Legal History**

The modification of English law, legal changes during the post-revolutionary period. Group research in selected topics relating to the development of American law in the period before the Civil War.

Open to juniors and seniors.

Not offered in 1981-82.

Mrs. Preyer

**322 (2) Progressivism: Reform in Twentieth-Century United States**

Analysis of the roots, the character, and the consequences of social reform of the Progressive movement (1898-1917). Muckracking, temperance, child labor, unemployment, trusts, vice, and immigration are some of the areas to be explored. The evolution of a new corporate economy and the emergence of the national state will also be examined.

Open to juniors and seniors.

Ms. Fitzpatrick

**330 (1) Seminar. The Age of Chivalry**

Studies in the history of the medieval knight from the formation of the first knightly orders in the mid-12th century to the "flowering" of chivalry in the mid-15th century, as seen in historical documents, literature, art, and music. Different kinds of knights and their differing roles in medieval society will be examined as well as the emergence of chivalric courts and the degree to which real-life knights conformed to the ideal depictions of them in literature and art.

Open to qualified juniors and seniors by permission of the instructor (see Directions for Election).

Not offered in 1981-82.

Mr. Cox

**331 (2) Seminar. Russia after Stalin**

Who or what could replace Stalin after his death in 1953? How did the U.S.S.R. achieve the status of a great power, and at what cost? This seminar on the last quarter-century of Soviet history will explore such topics as: the politics of de-Stalinization; Khrushchev and Brezhnev as leaders; Soviet relations with China, the West and the Third World; Solzhenitsyn, Sakharov and other dissident writers; hooliganism, alcoholism, religious revivals. For their seminar papers students will have the option of writing the biography of a Soviet citizen based on interviews with a recent emigré.

Open to juniors and seniors who have taken History 247 or Political Science 301, or by permission of the instructor.

Ms. Tumarkin

**332 (1) Seminar. The "Woman Question" in Victorian England**

A study of the literature about, and the struggles for, the emancipation of women: personal, legal, educational, professional, political. A major source will be the periodical literature from the 1850s onward, with special attention to the many articles written, often anonymously, by women.

Prerequisite: same as for 330.

Mrs. Robinson

**337 (2) Seminar. The Revolutionary Americas**

As comparative history this course will examine the American Revolution and the Spanish-American wars for independence (especially that of Mexico) as parts of a world-wide revolutionary movement. Subjects will include the nature of society in both North and South America between 1770 and 1830, the goals and achievements of the wars for independence, the typology of revolutions, and the nature of 19th-century liberalism. Students will be asked to complete a research paper stressing the techniques of comparative history.

Open to juniors and seniors with permission of the instructor. (Knowledge of Spanish not necessary).

Mr. Cayton

**338 (2) Seminar. America as the Promised Land**

An examination of selected texts drawn from various disciplines and historical eras which attempt to define the promise of the American experience and analyze the fulfillment or failure of that promise.

Open to qualified juniors and seniors by permission of the instructor.

Mr. Auerbach

**339 (1) Seminar. American Jewish History**

The development of American Jewish life and institutions since the era of mass immigration, with particular attention to the tension between Old World and American Jewish cultures. Historical and literary evidence will guide explorations into the social, psychological, and political implications of Jewish minority status in the United States.

Open by permission of the instructor.

Mr. Auerbach

**341 (2) Seminar. The Nature and Meanings of History**

Introduction to modern historical writing with an emphasis on the tendencies and counter-tendencies in the 20th-century European tradition. Particular concern with patterns of historical explanation as adopted by practicing historians: individual and collective biography, demography and family reconstruction psycho-history, Marxism.

Open to qualified juniors and seniors by permission of the instructor.

Mr. Knudsen

**342 (2) Seminar. Imperialism and Dependency in the Third World**

Theoretical approaches to the economic and political expansion of Europe and the United States since the 19th century. Analyzes the emergence of dependency relations in Africa, Asia, and Latin America during the present century. Discussion of development theory and its applications in contemporary Third World history. Due attention to recent trends, such as the rise of oil prices and the growing trend towards global interdependence.

Prerequisite: same as for 330.

Mr. Saad

**345 (1) Seminar. Chinese History**

Normally a different topic each year.

Prerequisite: same as for 330.

Not offered in 1981-82.

**346 (2) Seminar. Chinese History**

Topic for 1981-82: Sino-American relations from the late 19th century to the present. Possible issues to be covered: the treatment of Chinese in California and U.S. exclusion legislation, the rhetoric and reality of the Open Door, American intellectual and cultural influence on China in the 1920s and 1930s, China and the U.S. as allies during World War II, American intervention in the Chinese civil war, McCarthyism and the re-emergence of anti-Chinese feeling in the 1950s, the Nixon opening and the renewal of diplomatic relations, current and future problems in Sino-American relations.

Prerequisite: same as for 330.

Mr. Cohen

**347 (2) Seminar. History and Poverty: The Poor and the Oppressed in Nineteenth-Century Europe**

In an age without comprehensive social provisions for the poor and the oppressed, life for the majority of citizens in France, the Netherlands, and England was "nasty, brutish, and short." This seminar will explore the ways in which European societies cared for their indigent masses and, when poor relief was not forthcoming, how the poor responded to their plight and material suffering. By examining a variety of literary sources, household budgets, documents of working class organizations, and national legislation, the seminar will address such issues as the impact of the revisions of the British Poor Law in 1834, the relationship between poverty and economic change in the Netherlands, and the connection between pauperism and criminality in France in order to derive insights into the social conditions of the poor as well as the origins of the contemporary welfare state.

Prerequisite: same as for 330.

Not offered in 1981-82.

Ms. Gouda

**348 (1) Seminar. Women, Work and the Family in European History, 1700-present**

An exploration of the ways in which economic and social transformations between 1700 and the present affected the lives of women, their work patterns, and modified their relative positions of power not only within the family but also within society at large. By placing women within the context of the family economy, topics to be discussed are demographic changes, household structures, the demand for female labor, and the changing position of women within the organization of the family.

Prerequisite: same as for 330.

Ms. Gouda

**349 (1) Labor and Working Class Culture in Modern Europe**

A comparative history of various European nations-among them France, England, the Low Countries, and Germany-since the beginning of industrialization. While the French Revolution changed the nature of political authority, industrialization, as it first occurred in England during the 18th century, revolutionized many of the prevailing productive and social relationships. Emphasis will be placed on social and demographic developments, changes in social structure and the family, working class conditions, and popular culture.

Open to juniors and seniors.

Ms. Gouda



**350 (1) (2) Research or Individual Study 1 or 2**

Open by permission to juniors and seniors.

**355 (1-2) Intellectual History of the United States 1 or 2**

The ideas associated with the development of American culture as they are embodied in political thought, religion, the arts, philosophy and social institutions from the colonial period to the present time. By permission of the instructor either semester may be elected independently.

Open to juniors and seniors.

Not offered in 1981-82.

Mrs. Preyer

**356 (2) Seminar. The 1920s in America**

Examination of American society in the aftermath of a disastrous war. Among the major topics are political repression, presidential scandals, the retreat from political activism to narcissism and careerism and Babbity as a dominant cultural norm. Consideration of the Crash of 1929 will precede comparisons with the 1970s. Prerequisite: same as for 330.

Not offered in 1981-82.

Mr. Auerbach

**360 (1)\* Roman History**

Topic for 1981-82: The Collapse of the Roman Republic. Survey of the Republic in a period of stability (c. 200 B.C.); investigation of events and personalities in its last century (c. 130 B.C.-31 B.C.) which led to its destruction.

Topics include the nature and limitations of the Roman constitution, Roman imperialism and its social and economic consequences, Greek influences upon Rome, the impact of the volunteer army, and the rise of the great military leaders.

Prerequisite: 231 or permission of the instructor.

Mr. Rash

**367 (2) Seminar. Renaissance Florence** "It is undoubtedly a golden age," wrote Marsilio Ficino in 1492, "which has restored to light the liberal arts that had almost been destroyed: grammar, poetry, eloquence, painting, sculpture, architecture, and music. And all that in Florence." But the Florentine Renaissance was also a period of social upheaval, political constriction, economic depression, and religious uncertainty. In what ways did the social, political, and economic crises serve as the background and impetus to the intellectual and artistic flowering? We will approach this question by examining the structure of Florentine society, and in particular the life and mentality of the patrician families whose patronage and protection fueled the "golden age" of Florentine culture.

Prerequisite: same as for 330.

Ms. Dyer

**368 (2) Seminar. Origins of the World Wars**

A comparative study of the literature and the historians' debates about the coming of war in 1914 and again in 1939. The alleged underlying origins, some of the precipitating crises, and the roles of the various powers will be examined. Special attention will be given to the equivocal position of Great Britain in both the pre World War I and pre World War II years.

Prerequisite: same as for 330.

Mrs. Robinson

**370 (1-2) Thesis 2 to 4**

Open only to honors candidates.

## Cross-Listed Courses

**Black Studies 150 (1) (2) b**

1919 the Year of the New Negro

For description and prerequisite see Black Studies 151.

**Black Studies 206 (1)**

Afro-American History

For description and prerequisite see Black Studies 206.

**Black Studies 207 (2)**

Afro-American History

For description and prerequisite see Black Studies 207.

**Black Studies 216 (1)**

History of the West Indies

For description and prerequisite see Black Studies 216.

**Black Studies 319 (2)**

Pan-Africanism

For description and prerequisite see Black Studies 319.

**Black Studies 340 (2)**

Seminar. Afro-American History

For description and prerequisite see Black Studies 340.

**Education 212 (1)**

History of American Education

For description and prerequisite see Education 212.

**Education 312 (2)**

Seminar. History of Child Rearing and the Family

For description and prerequisite see Education 312.

**Greek 328 (2)\***

Problems in Ancient History and Historiography

For description and prerequisite see Greek 328.

**Religion 203 (2)\***

The Ancient Near East: An Introduction

For description and prerequisite see Religion 203.

**Religion 218 (1)\***

Religion in America

For description and prerequisite see Religion 218.

**Religion 255 (2)\***

Japanese Religion and Culture

For description and prerequisite see Religion 255.

**Directions for Election**

A wide variety of programs may provide insight into the nature and scope of history as a discipline. Accordingly, the student majoring in history is given great latitude in designing a program of study. Department offerings fall, for the most part, into three roughly defined areas: (1) the modern West (Europe since 1600, the United States, modern Russia); (2) the premodern West (ancient Greece and Rome, Europe before 1600, medieval and imperial Russia); and (3) the non-West (Africa, China, Japan, and the Third World). Majors may elect courses freely, but it is strongly recommended that at least one unit be taken from each of these areas. (The department chairman should be consulted if it is unclear into which area a particular course falls.)

Majors are encouraged to focus eventually upon a special field of interest, such as (1) a particular geographical area, nation, or culture; (2) a limited time period; (3) a special aspect of history, e.g., social, intellectual, economic; (4) a significant historical problem or theme, e.g., revolution, cultural change, urbanization, institutional development, colonialism. In designing a program, students should consider courses given at MIT and in other departments at Wellesley.

The concept of the major should be discussed with the major advisor, and students should consult with their advisors about changes they may wish to make in the course of the junior and senior years.

The colloquia are available to freshmen and sophomores without prerequisite. However, since colloquia enrollments are limited, the instructor will decide which applicants are to be accepted in the event of over-subscription. Students are advised to consider alternate courses.

Some seminar work is strongly encouraged of all majors. Seminars, unless otherwise indicated, are open by permission of the instructor to qualified juniors and seniors. Notification of which applicants are to be accepted will be made no later than the announced date for course changes without fee in each semester.

The general survey courses (100, 101, 102, 103) and Grade II survey courses in classical (229, 230, 231), American (257), Asian (271, 275, 276), Middle Eastern (280, 284), and African (267, 268, 269) history are open to all students without prerequisite. In addition, freshmen and sophomores with a strong secondary school background in European history (ancient, medieval, or modern) may elect as a beginning course 232, 233, 234, 235, 236, 237, 238, 239, 240, 242, 243, 244, 245, 248, 258. Courses at the Grade I level, however, are strongly recommended for students planning to major in history.

# Italian

Assistant Professor:  
Ellerman<sup>3</sup>, Jacoff<sup>•</sup>, Fontanella

Instructor:  
Mattii<sup>3</sup> (Acting Chairman), Ciccarello

All courses, unless otherwise listed, are conducted in Italian. In all courses given in Italian, except seminars, some work may be required in the laboratory.

Qualified students may be recommended to spend the junior year in Italy. See p. 37.

Attention is called to the major in Italian Culture. See Directions for Election and Individual Majors.

## 100 (1-2) Elementary Italian 2

Development of basic language skills for the purpose of acquiring contemporary spoken Italian and a reading knowledge useful in the study of other disciplines. A general view of Italian civilization. Three periods.

The Staff

## 202 (1) Intermediate Italian I

Review of grammar, syntax, and development of vocabulary. There will be short written compositions and emphasis on the spoken language with conversations on a variety of topics. The topics will be suggested by the reading of a significant modern novel or selected short stories. The novel or stories will be supplemented by pertinent articles which clarify their themes in historical and social terms. Three periods.

Prerequisite: 100 or the equivalent.

The Staff

## 203 (2) Intermediate Italian II

Development and refinement of language skills, with equal emphasis on written and oral practice. A significant modern novel will be read. The novel will be the basis for class discussion of cultural, historical and literary issues. It will be supplemented by pertinent articles and other shorter literary texts. In this fourth semester of Italian, there will also be a greater emphasis on critical and analytical reading of the novel. Three periods.

Prerequisite: 202 or the equivalent.

The Staff

## 207 (1) An Introduction to Italian Literature and Culture of the Late Middle Ages and the Renaissance

An introduction to the Golden Age of Italian literature. Study and analysis of selected texts by authors such as Petrarch, Boccaccio, Poliziano, Michelangelo, Vittoria Colonna, Machiavelli and Castiglione.

Prerequisite: 203 or by permission of the instructor.

Mrs. Mattii

## 208 (2) An Introduction to Italian Literature and Culture of the Nineteenth and Twentieth Centuries

An introductory study of selected major poetic and prose texts of the period. The course will discuss authors such as Leopardi, Manzoni, Pascoli, Verga, Ungaretti, Svevo and Montale.

Prerequisite: 207 or by permission of the instructor.

Mr. Fontanella

## 211 (1-2) Dante (in English) 2

An introduction to Dante and his culture. This course presumes no special background and attempts to create a context in which Dante's poetry can be carefully explored. It concentrates on the *Divine Comedy* and Dante's use of his literary and philosophical sources. The centrality and encyclopedic nature of the *Comedy* make it a paradigmatic work for students of the Middle Ages. Since Dante has profoundly influenced some key figures of the 19th and 20th centuries, students will find that he illuminates modern literature as well. First semester may be elected independently, second semester may be elected independently by permission of the instructor.

Open to all students.

Not offered in 1981-82.

Ms. Jacoff

## 212 (2) Literature of the Italian Renaissance (in English)

An opportunity to read certain key texts of the Italian Renaissance in depth: Boccaccio's *Decameron*, selected Petrarch letters and poems, Cellini's Autobiography, Castiglione's *The Courtier* and Machiavelli's *Prince* and *Discourses*. The focus will be on stylistic and thematic issues and on the problems of interpretation raised by these texts.

Open to all students.

Not offered in 1981-82.

**214 (2) Machiavelli (in English)**

An analysis of Machiavelli's thought in terms of its political, cultural and methodological elements. The analysis will proceed according to two complementary lines: reading and discussion of basic works (*The Prince*, *Discourses*, *Art of War*, *Letters*, *History of Florence*); study of the historical context and cultural tradition in which the various themes developed. Interpretation of reality, the dichotomy between "virtù" and "fortuna"; force and persuasion; the role of the aggregate and of the individual "virtù." Evaluation of Machiavelli's intellectual revolution, the emergence of a new relationship between empirical observation and theoretical elaboration. The science of politics. Discussion of some significant historiographical interpretations. Also, particular attention to Machiavelli in relation to the intellectuals of his own time. Open to all students.

Mrs. Mattii

**249 (2) Significant Moments in the History of Italian Culture (in English)**

This course is designed to supply a historical context in which certain major cultural movements and works of individual authors may be best studied. It follows a chronological order, going from the 13th century up to the modern period, with particular attention to the historical periods of greatest cultural importance, such as: the age of the city-state, the Renaissance, the Enlightenment, the Unification of Italy, Fascism and the Resistance. The readings will include analysis both of historical and literary texts. The course serves to integrate the curriculum of study offered by the Italian department but should also be useful to students in other fields. Open to all students.

Not offered in 1981-82.

Mrs. Mattii

**301 (1-2) Dante 2**

A study of Dante's *Divina Commedia* and minor works.

Prerequisite: same as for 208.

Not offered in 1981-82.

**302 (1)\* The Theatre in Italy**

The development of the theatre from its origins to the present time. An introduction to the classical theatre, the *Commedia dell'Arte*, the Pastoral drama; special emphasis on the modern theatre and experimental theatre of today. Study of plays by authors such as Machiavelli, Tasso, Goldoni, Pirandello, Betti, and Fo.

Prerequisite: same as for 208.

Not offered in 1981-82.

**303 (1)\* The Short Story in Italy Through the Ages**

A study of the art of the "Novella" based on readings by authors such as Boccaccio, Saccetti, Verga, Pirandello, Calvino, and Moravia. Attention will also be given to the content of these works as a reflection of changing social mores.

Prerequisite: same as for 208.

Not offered in 1981-82.

**308 (2) The Contemporary Novel**

The study of Italian fiction since the 1940s as seen in the works by authors such as Pavese, Pratolini, Vigano, Levi, Volponi, and novelists of the 1970s. Special emphasis on themes related to the literary, social, and cultural problems of the postwar era.

Prerequisite: same as for 208.

Mrs. Ciccarello

**310 (1) Italian Lyric Poetry**

Background and development of lyric poetry. Selected Medieval, Renaissance, and 19th-century texts, with main emphasis on 20th-century poetry.

Prerequisite: same as for 208.

Not offered in 1981-82.

Mr. Fontanella

**312 (1) Chivalric Literature of the Italian Renaissance**

Development of the Italian "romanzo cavalleresco" genre. Interdisciplinary approach to its sources in French and English epic literature. Reading and analysis from Pulci's *Morgante*, Bojardo's *Orlando Innamorato*, Ariosto's *Orlando Furioso*, and Tasso's *Gerusalemme Liberata*. Study of Epic Literature in the context of Italian Renaissance culture and its linguistic background.

Prerequisite: 207 or by permission of the instructor.

Mr. Fontanella



**349 (2) Seminar. Literature and Society**

The works of one or two writers studied in relation to their historical context. The author(s) will be chosen according to the interests of the participants in the course. Open by permission of the chairman.

Ms. Mattii

**350 (1) (2) Research or Individual Study 1 or 2**

Open by permission to students who have completed two units in literature in the department.

**370 (1-2) Thesis 2 to 4**

Open only to honors candidates.

**Cross-Listed Courses****Extrdepartmental 245 (2)**

Films and the Novel in Italy

For description and prerequisite see Extrdepartmental 245.

**Directions for Election**

Course 100 is counted toward the degree but not toward the major.

Students majoring in Italian are required to take 207 and are advised to take 208. Courses in one or more other languages, ancient or modern, art, history, and philosophy, are recommended as valuable related work.

Students interested in an individual major in Italian Culture are referred to the section in the Catalog where the program is described. They should consult with the director of the Italian Culture program. 214 is strongly recommended and will count toward the major.

Majors planning to do graduate work in Italian are advised to take at least one unit in French or Spanish literature and to have a reading knowledge of Latin or of a third Romance language.

# Mathematics

Professor:

Wilcox

Associate Professor:

Stehney•, Shuchat (Chairman), Shultz

Assistant Professor:

Sontag, Wang•, Beers, Magid•, Wolitzer•, Hirschhorn, Lawrence, Cook, Shull, Edwards, Criscenti<sup>3</sup>

Assistant Professor of Computer Science and Mathematics:

Roberts

Lecturer:

Campbell<sup>3</sup>, Trubek

Most courses meet for two periods weekly with a third period every other week.

**100 (1) (2) Introduction to Mathematical Thought**

Topics chosen from areas such as strategies, computers, infinite sets, knots, coloring problems, number theory, geometry, group theory. Neither 100 nor 102 may be counted toward the major; both may be elected.

Not open to students who have taken 115, 150, or the equivalent.

The Staff

**102 (1) (2) Applications of Mathematics without Calculus**

Introduction to topics such as probability and statistics, matrices and vectors, linear programming, game theory; applications in the biological and social sciences. Neither 100 nor 102 may be counted toward the major; both may be elected.

Open to all students.

The Staff

**103 (1) Review of Algebra with an Introduction to Calculus I**

This course is open to students who lack the necessary preparation for 115. Mathematics 103 together with 104 provides the equivalent of 115 plus a review of algebra, trigonometry and logarithms necessary for work in calculus. Methods of problem solving; an emphasis on development of analytic and algebraic skills and an introduction to calculus. 103 does not count toward the Group C distribution requirement.

Open by permission of the department.

Ms. Campbell

**104 (2) Review of Algebra with an Introduction to Calculus II**

This course is a continuation of 103 and includes further topics in pre-calculus and calculus. A student who completes 104 will be prepared to enter 116.

Prerequisite: 103.

Ms. Campbell

**115 (1) (2) Calculus I**

Introduction to differential and integral calculus for functions of one variable. Differentiation and integration of algebraic and transcendental functions. Applications to curve sketching, extremal problems, velocities, related rates, areas, and linear approximation.

Open to all students who have not taken an equivalent course.

The Staff

**116 (1) (2) Calculus II**

Theoretical basis of limits and continuity, Mean Value Theorem, inverse trigonometric functions. Further integration techniques. Volumes of revolution. Sequences and series. L'Hospital's Rule and Improper Integrals.

Prerequisite: 104 or 115, or the equivalent.

The Staff

**150 (2) Colloquium**

For directions for applying see p. 47. Open by permission to a limited number of freshman and sophomore applicants.

Discovery course in mathematics and its applications

Mathematical reasoning and its applications. A discussion group in which students discover mathematical structure in several fields, including some not often recognized as mathematical in nature. Topics chosen from: network analysis, mathematics in music and art, graphing and interpretation of data, exponential growth, computer programming. Especially appropriate for students with an interest in fields requiring quantitative reasoning but who might otherwise avoid these fields because of the mathematics involved. Two 70-minute meetings and another 1-2 hour meeting weekly. Mandatory credit/noncredit. May not be counted toward the major.

Prerequisite: reasonable knowledge of high school level mathematics. Not open to those who have taken 100 or calculus.

Ms. Beers

**203 (1) Probability and Elementary Statistics**

Topics selected from the theory of sets, discrete probability for both single and multivariate random variables, probability density for a single continuous random variable, expectations, mean, standard deviation, and sampling from a normal population.

Prerequisite: 116 or the equivalent.

Mr. Hirschhorn, Mr. Shull

**205 (1) (2) Multivariable Vector Calculus**

Vectors, matrices, and determinants. Curves, functions of several variables, partial and directional derivatives, gradients, vector valued functions of a vector variable, Jacobian matrix, chain rule. Introduction to first-order differential equations.

Prerequisite: same as for 203. Not open to students who have taken [215].

The Staff

**206 (1) (2) Linear Algebra**

Sets, functions, and relations. Algebra of complex numbers. Vector spaces, subspaces, linear independence, bases, dimension, inner products. Linear transformations, matrix representations, range and null spaces, inverses, eigenvalues. Applications to differential equations and Markov processes. Emphasis on proving theorems.

Prerequisite: 205 or [215]. Not open to students who have taken [216].

The Staff

**209 (1) (2) Methods of Advanced Calculus**

Inverse and implicit function theorems. Multivariable integral calculus (multiple integrals, line integrals, Green's Theorem, numerical methods). Topics such as Fourier series, approximation methods, partial differential equations, and harmonic functions. Prerequisite: same as for 206.

The Staff

**210 (2) Differential Equations**

An introductory course in ordinary differential equations.

Prerequisite: same as for 206.

Ms. Sontag, Ms. Lawrence

**217 (1)\* Topics in Mathematics and Economics**

Applications of calculus and linear algebra to economic analysis. Topics selected from: linear and general optimization, input-output analysis, marginal analysis, analysis of market equilibrium and stability. (Additionally listed in the Economics Department.)

Prerequisite: Economics 201 or 202 and Mathematics [201], [215], or 205, or permission of the instructor.

Not offered in 1981-82.

**218 (2)\* Topics in Applied Mathematics**

See Mathematics 318.

Not offered in 1981-82.

**249 (1) Selected Topics**

Topic for 1981-82: Operations research and systems analysis. The application of calculus, linear algebra, and probability to decision-making problems in management and government. Sample applications include the analysis of production policies, transportation and distribution networks, harvesting policies, facility location, traffic flow and waiting times. Prerequisite: two Grade II level courses or permission of the instructor.

Mr. Shuchat

**302 (1) Elements of Analysis I**

Metric spaces; compact, complete, and connected spaces; continuous functions; differentiation, integration, interchange of limit operations as time permits.

Prerequisite: 206 or [216].

Ms. Cook

**303 (2) Elements of Analysis II**

Topics such as measure theory, Lebesgue integration, Fourier series, and calculus on manifolds.

Prerequisite: 302.

Mr. Wilcox

**305 (1) Modern Algebraic Theory I**

Introduction to groups, rings, integral domains, and fields.

Prerequisite: same as for 302.

Ms. Beers

**306 (2) Modern Algebraic Theory II**

Topics chosen from the theory of abstract vector spaces, Galois theory, field theory.

Prerequisite: 305.

Mr. Shull

**307 (1)\* Topology**

Introduction to point set, algebraic, and differential topology. Topological spaces, continuity, connectedness, compactness, product spaces, separation axioms, homotopy, the fundamental group, manifolds. Prerequisite: 302.

Not offered in 1981-82.

**309 (1)\* Foundations of Mathematics**

An introduction to the logical foundations of modern mathematics, including set theory, cardinal and ordinal arithmetic, and the axiom of choice.

Prerequisite: 302 or 305.

Ms. Edwards

**310 (2) Functions of a Complex Variable**

Elementary complex functions and their mapping properties; integration theory; series expansions of analytic functions.

Prerequisite: [216] or 209, and 302.

Mr. Hirschhorn

**318 (2) Topics in Applied Mathematics**

Topic for 1981-82: Mathematical modeling. Translation of "real world problems" into mathematical form (building a model), analysis of the model, and interpretation of the results. Mathematical techniques especially relevant for modeling will be applied to problems in areas such as public planning, demography, economics, energy, ecology, the physical sciences, and renewable resource management. Each student will develop a model of a significant contemporary problem as part of the course. Calculus and linear algebra will be used throughout; probability, statistics, and differential equations will be introduced as needed. Students should be able to write simple computer programs or be willing to learn this in extra sessions of the course.

Prerequisite: 206 or permission of the instructor.

Mr. Shultz

**349 (2) Selected Topics**

Normally a different topic each year.

Not offered in 1981-82.

**350 (1) (2) Research or Individual Study 1 or 2**

Open to juniors and seniors by permission.

**370 (1-2) Thesis 2 to 4**

Open only to honors candidates who choose to do honors research. See Directions for Election.

**Placement In Courses and Exemption Examination**

Placement of calculus students in 103, 115, 116, or 205 is based on their previous courses and examination results. The elections of freshmen are reviewed by the department during the summer; those of upperclassmen at the beginning of the semester. Students may not enroll in a course equivalent to one for which they have received high school or college credit. A special examination is not necessary for placement in an advanced course.

Students entering with AP scores of 4 or 5 on the AB Examination, or 3 on the BC Examination of the CEEB are eligible for 116; those entering with AP scores of 4 or 5 on the BC Examination of the CEEB are eligible for 205.

Examinations for exemption from one or two courses in mathematics to satisfy partially the College requirement in science and mathematics will be offered to students who have been well prepared in the subject matter of 115 and 116. Exemption examinations are not offered for other courses.

**Directions for Election**

A major in mathematics must include 205 or [215], 206 or [216], 209 or [216], 302, 305, and either 303 or 310. Students expecting to major in mathematics should complete 206 or [216] before the junior year. It is desirable to take 303 in the same year as 302 and 306 in the same year as 305. In order to take 310, a student must first complete 209 or [216] as well as 302.

For the Class of 1982, units of AP credit and courses 100, [101], 102, 103, and 150 may not be counted toward the minimum of eight units in the major.

For the Class of 1983 and subsequent classes, the major must include 115, 116 (or the equivalent) and seven units of Grade II and III courses.

Students expecting to do graduate work in mathematics should elect 303, 306, 310 and another Grade III course. They are also advised to acquire a reading knowledge of one or more of the following languages: French, German, or Russian.

Majors who may be practice teaching in their senior year should elect 302 and 303 or 310 not later than their junior year. Students are encouraged to elect MIT courses which are not offered by the Wellesley College mathematics department. Note that 303 was formerly called 302 (2) and 306 was formerly 305 (2). All candidates for honors will be required to complete two of the following three courses: 303, 306, and 310. The department offers the following options for earning honors in the major field: (1) completion of 303, 306, 310 and one additional Grade III course, and two written comprehensive examinations; (2) two semesters of thesis work (370); or (3) participation in a two-semester seminar and a written examination on the seminar topics. An oral examination is required in all honors programs.



# Music

Professor:  
Herrmann, Jander (Chairman)

Associate Professor:  
Barry

Assistant Professor:  
Ladewig, Brody, Proctor

Lecturer:  
Tolkoff<sup>3</sup>, Davis<sup>3</sup>, Fisk<sup>3</sup>

Instructor in Performing Music:  
Taylor (organ), Pappoutsakis (harp), Preble (flute), O'Donnell (voice), Plaster (bassoon and Assistant in Chamber Music Society), Hartzell (viola da gamba and Assistant in the Collegium Musicum), Moran (French horn), Linfield (recorder and Assistant in the Collegium Musicum), Cirillo (violin and Director of Chamber Music Society), Arnold (guitar), Fisk (piano), Cleverdon (harpsichord), Pearson (oboe), Krueger (flute and Director of Performance Workshop), Shapiro (piano), Tolkoff (Assistant in Chamber Music), Walant (trombone), Stillman (Assistant in the Collegium Musicum), Wurtzler (double bass), Vaverka (clarinet), Barnes (viola), Beal (cello)

## 99 (1-2) Performing Music Noncredit

One half-hour private lesson per week. Students may register for hour lessons for an additional fee. For further information, including fees, see Performing Music: Private Instruction. See also Music 344.

Open by interview with the performing music faculty member(s) concerned. A basic skills test is given to students wishing to enroll in Music 99. For those who do not pass this test, a corequisite to Music 99 is Music 111. Such students must pass the basic skills test before continuing with their second semester of study.

The Staff

## 100 (1) (2) Style in Music

A survey of principal musical styles and forms of Western music, with emphasis on the period 1700 (Bach and Handel) to the turn of the last century (Moussorgsky, Debussy, and Stravinsky). Not to be counted toward the major. Two lectures and one section meeting.

Mr. Herrmann, Mr. Ladewig

## 106 (2)\* Afro-American Music

A survey of Black music in America, its origins, its development, and its relation to cultural and social conditions. Not to be counted toward the major in music. Normally alternates with 104 and 105.

Open to all students.

Mr. Davis

## 111 (1) (2) The Language of Music

Instruction in simple musical skills, such as the reading and writing of notation, in a context that encourages students to discover for themselves the ideas underlying musical perception, systems of notation, and the elements of composition. Consideration of new ways of hearing and thinking about music. Not to be counted toward the major. Two section meetings and one 60-minute class devoted to lecture or laboratory. Open to all students.

Mr. Brody, Mrs. Proctor

## 115 (1) Musicianship

Cultivation of the ability to see and hear what is in a musical score through practice in reading, ear-training, and keyboard skills. Students develop a working understanding of tonality through writing melodies, and through reading and experiencing tonal works. Normally followed by 202. Two class meetings and one 60-minute laboratory. Open to all students who have passed the basic skills test.

Miss Barry, Mrs. Proctor

## 200 (1-2) Design in Music 2

A survey beginning with Gregorian chant and concluding with electronic music, with emphasis on live performance and on the incisive analysis of scores. One unit of credit may be given for the first semester. Three periods.

Prerequisite: 202.

Mr. Jander

**202 (2) Harmony I**

A continuation of 115. Further development of reading and listening skills. Figured bass: harmonic writing, analysis, and keyboard realization. The study of classical tonal relationships. One lecture, two section meetings, and one 60-minute laboratory. Prerequisite: 115 or [102].

Miss Barry

**204 (1)\* Counterpoint I**

Writing and analysis of 16th-century modal counterpoint. A practical study based on the vocal music of the period. Offered in alternation with 304.

Open to students who have taken, or exempted, 115 or [102].

Mr. Brody

**208 (2)\* The Baroque Era**

Studies in the music of the 17th and early 18th centuries with emphasis on the works of Bach and Handel. Not to be counted toward the major in music. Normally alternates with 209, 210, and 214.

Prerequisite: 100, 115, or [102].

Not offered in 1981-82.

**209 (1)\* The Classical Era**

Normally a different topic each year. Not to be counted toward the major in music. Normally alternates with 208, 210, and 214.

Prerequisite: same as for 208.

Not offered in 1981-82.

**210 (2)\* The Romantic Era**

Normally a different topic each year. Not to be counted toward the major in music.

Normally alternates with 208, 209, and 214.

Prerequisite: same as for 208.

Not offered in 1981-82.

**211 (2)\* Instrumental Music**

Normally a different topic each year. Not to be counted toward the major in music.

Prerequisite: same as for 208.

Not offered in 1981-82.

**214 (2)\* American Music in the Twentieth Century**

A number of topics, indicative of the diversity and richness of American music in this century will be examined. Among the topics to be considered will be: the confluence of European and American influences on 20th century composition; European expatriots in America; jazz; and music since World War II — serialism and the American transcendental school. Not to be counted toward the major in music. Normally alternates with 208, 209, and 210. Prerequisite: same as for 208.

Mr. Brody

**215 (1)\* Vocal Forms**

Topic for 1981-82: The opera. The growth of the opera as a musical and dramatic form from its beginnings in the early Baroque to the end of the 19th century. Works studied will cover the span from Monteverdi's *Orfeo* to Puccini's *La Bohème*, but particular emphasis will be placed upon the operas of Mozart, Verdi, and Wagner. Not to be counted toward the major in music.

Prerequisite: same as for 208.

Mr. Herrmann

**240 (2) Proseminar in Performance**

Studies in performance and interpretation.

Exploration of available repertory, editorial problems, and questions of performance practice in several historical periods through the performance and analysis of a few representative works. The study of a common repertory, shared by the entire class, will be supplemented by individual projects relating directly to the student's own performance interests and needs. Limited enrollment. Open by consultation and informal audition with the instructor.

Prerequisite: 202.

Not offered in 1981-82.

**251 (2)\* Music in the Middle Ages**

A survey of music in medieval society: Christian chant and its offshoots; liturgical drama; liturgical music at Notre Dame and elsewhere; the rise of secular lyric song; instrumental and dance music.

Prerequisite: 200 (1).

Mr. Ladewig

**252 (2)\* Music in the Renaissance**

Music at the courts and cathedrals of France, Italy, England, and Flanders during the 15th and 16th centuries. A study of the Masses, motets, madrigals, chansons, and instrumental works of composers from Dunstable and Dufay to Byrd and Gabrieli.

Prerequisite: same as for 251.

Not offered in 1981-82.

Mr. Ladewig

**302 (1) Harmony II**

The harmonization of melodies. Improvisation and elaboration of typical harmonic phrases. A continuation of figured bass studies with emphasis on keyboard realization. Further study in the structure of classical tonality. Two class meetings and one 60-minute laboratory. Prerequisite: 202.

Mrs. Proctor

**304 (2)\* Counterpoint II**

A Study of tonal counterpoint through written exercises based on examples from the works of J. S. Bach. Additional study will be devoted to developing an understanding of the role of counterpoint in classical tonal composition. Offered in alternation with 204.

Prerequisite: 302.

Not offered in 1981-82.

Mr. Brody

**306 (2) Tonal Analysis**

The normal continuation of 302. A study of the tonal forms of the 18th and 19th centuries. Analysis emphasizing musical form as a process in time and tonality. Three class meetings and one 60-minute laboratory. Prerequisite: 302.

Mrs. Proctor

**307 (1)\* The Opera**

A study of operatic forms, styles, and traditions from the time of Mozart to the present. Prerequisite: 200 or, with permission of the instructor, two Grade II units in the literature of music.

Not offered in 1981-82.

Mr. Herrmann

**313 (1)\* Twentieth-Century Analysis and Composition**

A study of compositional devices of 20th-century music through the analysis of selected short examples from the literature. Techniques will be reinforced by the composition of solo and small ensemble pieces, vocal and instrumental. Offered in alternation with 314.

Prerequisite: same as for 204.

Not offered in 1981-82.

Mrs. Proctor

**314 (2)\* Tonal Composition**

A study of tonal forms—the minuet, extended song forms, and the sonata—through the composition of such pieces within the style of their traditional models. Offered in alternation with 313.

Prerequisite: same as for 304.

Mr. Brody

**319 (2)\* Seminar. The Nineteenth Century**

Normally a different topic each year.

Open to students who have taken 200 and who have taken or are taking 306.

Not offered in 1981-82.

**320 (1)\* Seminar. The Twentieth Century**

Topic for 1981-82: Opera in the 20th century, involving the study of works by Bartok, Britten, Berg, Schoenberg.

Prerequisite: same as for 303.

Mrs. Proctor

**321 (1)\* Seminar. The Age of Bach and Handel**

Normally a different topic each year.

Prerequisite: 200 and 306.

Not offered in 1981-82.

**322 (2)\* Seminar. The Classical Era**

Topic for 1981-82: The art of development. An investigation of developmental procedures employed by Haydn and Beethoven through a study of selected works by these composers. Prerequisite: same as for 321.

Miss Barry

**323 (1)\* Seminar. Selected Topics**

Topic for 1981-82: The birth of the Baroque style in Italy in works such as the operas of Monteverdi and the keyboard music of Frescobaldi. The spread of this new music style beyond the Alps to Germany (Schuetz), France (Lully), and England (Purcell). An appraisal of Bach and Handel as the culmination of a century and a half of Baroque music.

Prerequisite: same as for 319.

Mr. Ladewig

**344 (1) (2) Performing Music—A Special Program 1 or 2**

Intensive study of interpretation and of advanced technical performance problems in the literature. One hour lesson per week plus required biweekly performance workshop. Music 344 is a special program whereby students receive academic credit for work done in performing music at Wellesley College. One to four units may be counted toward the degree provided at least two units in the literature of music other than Music 200 (1-2), a prerequisite for 344, are completed. One of these units must be Grade III work, the other either Grade III or Grade II work which counts toward the major. Music 344 should ordinarily follow or be concurrent with such courses in the literature of music; not more than one unit of 344 may be elected in advance of election of these courses. Only one unit of 344 may be elected per semester. Permission to elect the first unit of 344 is granted only after the student has successfully auditioned for the department faculty upon the written recommendation of the instructor in performing music. This audition ordinarily takes place in the second semester of the sophomore or junior year. Permission to elect subsequent units is granted only to a student whose progress in 344 is judged excellent.

The Staff

**350 (1) (2) Research or Individual Study 1 or 2**

Directed study in analysis, composition, orchestration, or the history of music. Open to qualified juniors and seniors by permission.

**370 (1-2) Thesis 2 to 4**

Open only to honors candidates who choose to do honors research, or an honors project in composition or in performance. See Directions for Election.

**Directions for Election**

The normal music major sequence is 115, 202, 200 (1-2), 302, and 306. Also required for the major are four additional units of Grade II or Grade III work in courses designed for the music major. Two of these units must be in music literature; at least one of the literature units must be Grade III work. Students who major in music are encouraged to explore their special areas of interest; composition, literature, performance, or theory.

Students who plan to undertake graduate study in music should be aware that a knowledge of both German and French is essential for work at that level, and a proficiency in Italian is highly desirable. Also of value are studies in European history, literature, and art.

Music majors are especially urged to develop their musicianship through the acquisition of basic keyboard skills, through private instruction in practical music, and through involvement in the Music Department's various performing organizations.

Training in sight reading, keyboard harmony, and score reduction is provided without charge to all students enrolled in 115, 202, 302, or 306.

The department offers a choice of three programs for Honors, all entitled 370. Under Program I (two to four units of credit) the honors candidate performs independent research leading to a thesis and an oral examination. Under Program II, honors in composition, one unit is elected per semester in the senior year, these units culminating in a composition of substance and an oral examination on the honors work. Prerequisite for this program: 204, 306, distinguished work in 313, and evidence of independent work in 314; prerequisite or corequisite: 320. Program III, honors in performance, involves the election of one unit per semester in the senior year culminating in a recital, a lecture demonstration, and an essay on some aspect of performance. Prerequisites for Program III: Music 344 (normally two units) in the junior year, and evidence that year, through public performance, of exceptional talent and accomplishment.



## Performing Music

### Instrument Collection

In addition to a number of modern instruments, the music department owns an unusually fine collection of early instruments, largely reproductions, available for use by students. These include a clavichord, virginal, two harpsichords, a positive organ, fortepiano, and two Clementi pianos; a lute, eight violas da gamba, and a baroque violin; a sackbut, krumphorns, shawms, recorders, a renaissance flute, two baroque flutes, and a baroque oboe. Of particular interest is the new Fisk organ in Houghton Chapel, America's first 17th-century German style organ.

### Performance Workshop

A biweekly performance workshop, directed by a member of the performing music faculty, gives performing music students an opportunity to perform in an informal situation before fellow students and faculty, to discuss the music itself, and to receive helpful comments concerning performance. Required for 344 students, the workshop is open to Wellesley students who study performing music at Wellesley and elsewhere, on the recommendation of their instructor.

### Private Instruction

The music department offers private instruction in voice, piano, fortepiano, organ, harpsichord, harp, violin, viola, cello, double bass, viola da gamba, flute (baroque and modern), oboe, clarinet, bassoon, trumpet, French horn recorder, lute, and classical guitar.

Information concerning interviews, auditions, and course requirements for performing music study is given above under the course listings for Music 99 and 344. Interviews for Music 99 are ordinarily given at the start of the first semester only; the basic skills test is given before the beginning of both semesters.

There is no charge for performing music instruction to students enrolled in Music 344. All other students who contract for performing music instruction are charged \$350 for one lesson per week throughout the year. An additional fee of \$25 per year is charged to performing music students for the use of a practice studio. The fee for the use of a practice studio for harpsichord and organ is \$35. Performing music fees are payable in advance and can be returned or reduced only under limited conditions and upon the approval of the chairman of the Department of Music.

Arrangements for lessons in performing music are made at the department office during the

first week of the semester. Students may begin their performing music study at the start of the second semester only if space permits.

## Performing Organizations

The following six organizations are a vital extension of the academic program of the Wellesley music department.

### The Wellesley College Choir

The Wellesley College Choir, with approximately 80 members, gives concerts on and off campus during the academic year, many of them with men's choirs. Endowed funds provide for at least one joint concert each year accompanied by a professional orchestra.

### The Wellesley Madrigal Singers

The Madrigal Singers are a chamber chorus of about 25 mixed voices. The organization elects its own student director.

### The Collegium Musicum

The Collegium Musicum, directed by a faculty member and several assistants, specializes in the performance of early music. Members of the Collegium enjoy the use of an unusually fine collection of historical instruments. See under Performing Music: Instrument Collection.

Separate consort instruction is available in viola da gamba, renaissance winds, and recorder for both beginning and advanced players. Members of such groups are encouraged to take private instruction as well.

### The Chamber Music Society

The Chamber Music Society, supervised by a faculty member and assistants, presents three concerts each year, plus a number of diverse, informal programs.

### The Wellesley College Chamber Orchestra

The Wellesley College Chamber Orchestra is a student-directed organization consisting of approximately 30 members. Its concerts include works from several periods for small orchestra, with possibilities for solo performance.

### The MIT Orchestra

Through the Wellesley-MIT cross-registration program, students on the Wellesley campus are eligible to audition for membership in the MIT Symphony Orchestra. Wellesley members of the orchestra have often held solo positions.

# Philosophy

Professor:

Stadler, Putnam (Chairman), Chaplin, Congleton

Visiting Professor:

MacIntyre, *Henry R. Luce Visiting Professor*

Associate Professor:

Menkiti

Assistant Professor:

Janik<sup>3</sup>, Flanagan, Winkler

## **101 (1) (2) Plato's Dialogues as an Introduction to Philosophy**

An introduction to philosophy through a study of Plato's views of the nature of man and society, and of the nature of philosophical inquiry as found in the early and middle dialogues taking Socrates as their central concern. Some consideration will be given to Aristotle.

Open to all students.

Ms. Congleton, Mr. Winkler, Mrs. Chaplin, Mr. MacIntyre

## **106 (1) (2) Introduction to Moral Philosophy**

An examination of the methods by which intelligent moral decisions are made through an examination of the views of several major figures in the history of moral philosophy. An attempt to develop the capacity to recognize and critically analyze philosophical arguments pertinent to the resolution of concrete contemporary issues.

Open to all students.

Mr. MacIntyre, Mrs. Putnam, Mr. Winkler, Mr. Flanagan, Ms. Congleton

## **150 (1) Colloquium**

For directions for applying see p. 47. Open by permission to a limited number of freshman and sophomore applicants.

Darwin, Marx, and Freud: pioneers of modern thought

An introduction to the thought of three 19th-century thinkers who have provided the historical framework for the contemporary period. Emphasis will be placed on their interpretations of human nature and history. A specific interest of this colloquium will be the psychological process of discovery, the origins of new ideas, and the process of social acceptance and assimilation of ideas which may appear to threaten the intellectual establishment.

Not offered in 1981-82.

Mrs. Chaplin

## **200 (1) (2) Modern Sources of Contemporary Philosophy**

A study of the work of Descartes, Hume, and Kant. The course is intended to introduce students to the most influential philosophers of modern times. Key concepts, terms and arguments used by philosophers from the 17th century to the present day will be discussed. The course also provides preparation for more advanced work both in contemporary philosophy and in the history of modern philosophy.

Open to all students except freshmen in the first semester.

Mr. Flanagan

## **201 (1) Philosophy and the Scientific Revolution**

During the 17th and 18th centuries, philosophical theories about knowledge, reasoning, nature and reality influenced the work of practising scientists; and the successes of mathematics, physics, and later biology, led philosophers to develop new ideas and raise new questions. The course will study this interaction through readings from Galileo, Bacon, Descartes, Newton, Berkeley, Leibniz and Diderot.

Open to all students except first semester freshmen.

Mrs. Janik

**202 (2)\* Introduction to African Philosophy**

Initiation into basic African philosophical concepts and principles. The first part of the course deals with a systematic interpretation of such questions as the Bantu African philosophical concept of Muntu and related beliefs, as well as Bantu ontology, metaphysics, and ethics. The second part centers on the relationship between philosophy and ideologies and its implications in Black African social, political, religious, and economic institutions. The approach will be comparative.

Prerequisite: same as for 203.

Not offered in 1981-82.

Mr. Menkiti

Offered in 1982-83.

**203 (1) Philosophy of Art**

An examination of some major theories of art and art criticism. Emphasis on the clarification of such key concepts as style, meaning, and truth, and on the nature of judgments and arguments about artistic beauty and excellence.

Open to freshmen who have taken one unit in philosophy, and to sophomores, juniors, and seniors without prerequisite.

Mrs. Stadler

**205 (2) Nature and Convention**

How much of our life depends on changeable social convention and how much on unchangeable necessity? The first half of the course will be based on short readings from various fields showing how the question of convention arises in connection with such questions as the relation of thought and language, the basis of sex role definition, and the ways judges reach and justify their decisions. The second half of the semester will be a study of convention by the 20th century philosopher Ludwig Wittgenstein. Open to sophomores, juniors, and seniors without prerequisite.

Ms. Congleton

**210 (1) Social Philosophy**

An exploration of some key issues in social philosophy which will focus on such topics as the nature and value of community; the grounds for social coercion and the moral legitimacy of group rules; collective versus individual rationality; the responsibilities of persons in their roles; and obligations between generations.

Open to sophomores, juniors, and seniors without prerequisite.

Mr. Menkiti

**211 (2) Philosophy of Religion**

An examination of basic problems regarding the nature of religion, the grounds of religious belief, and the character of ritual, with attention to both traditional and contemporary positions.

Prerequisite: same as for 203.

Mr. Menkiti

**215 (1) Philosophy of Mind**

Topics for discussion include the mind-body relation; free will/determinism; the problems of knowledge of one's own mind and other minds; the problems of unconscious motivation; the relation between mind and brain. Readings include Descartes, Freud, Skinner, Chomsky, Piaget.

Open to sophomores, juniors, and seniors.

Mr. Flanagan

**216 (1) (2) Logic**

An introduction to the methods of symbolic logic and their application to arguments in ordinary English. Discussion of validity, implication, consistency, proof, and of such topics as the thesis of extensionality and the nature of mathematical truth.

Open to sophomores, juniors, and seniors. Not recommended for freshmen.

Mrs. Putnam, Mr. Winkler

**217 (2) Philosophy of Science**

A study of problems in the philosophy of the natural and social sciences, such as the growth of scientific knowledge, the reality of theoretical entities, space and time, purpose in nature, and the explanation of human action. Readings in both classical and contemporary sources.

Prerequisite: same as for 203.

Mr. Winkler

**221 (2) History of Modern Philosophy in the Nineteenth Century**

A study of Post-Enlightenment philosophy, concentrating on the German tradition. Selected texts from Hegel, Schopenhauer, and Nietzsche will illustrate the themes of reason, history, and human nature. Some attention will also be given to the thought of John Stuart Mill and Auguste Comte. Prerequisite: 200 or 201 or other previous study of Kant accepted as equivalent by the instructor.

Mrs. Janik

**222 (1) American Philosophy**

The development of American philosophy from its beginnings as an attempt to come to terms with Puritanism, through the response to revolution and slavery and the development of Transcendentalism, to its culmination in Pragmatism. Pragmatism, exemplified by Peirce, James, and Dewey, as America's unique contribution to world philosophy occupies roughly half of the course. This course is intended for American studies majors as well as for philosophers.

Prerequisite: 200 or 201 or by permission of the instructor.

Mrs. Putnam

**223 (2) Phenomenology and Existentialism**

Central themes in contemporary European philosophy with special emphasis on the contributions of Søren Kierkegaard, Edmund Husserl, Martin Heidegger, and Jean-Paul Sartre.

Prerequisite: 200 or other previous study of Kant accepted as equivalent by the instructor.

Mrs. Stadler

**227 (2) Feminism, Anti-Feminism and Philosophy**

Study of the range of feminist and anti-feminist theories developed in the course of Western history from Plato to the present. Emphasis will be placed especially on discovering what values and concepts underlie anti-feminist theories and attitudes. Some recent discussions of the possibility of changing traditional values and concepts so as to reflect women's equality will also be examined.

Open to all students without prerequisite.

Mrs. Janik

**234 (2) Philosophy of History**

An introduction both to speculative and analytical philosophy of history. The course will first study some attempts at demonstrating the existence of patterns or general laws in the human past, then examine the main problems engendered in the process of translating historical events into written form, in particular the nature of historical explanation and the possibility of historical objectivity.

Prerequisite: same as for 203.

Not offered in 1981-82.

Mrs. Janik

**249 (1) Medical Ethics**

A philosophical examination of some central problems at the interface of medicine and ethics. Exploration of the social and ethical implications of current advances in biomedical research and technology. Topics discussed will include psychosurgery, gendersurgery, genetic screening, amniocentesis, euthanasia. Prerequisite: same as for 203.

Mr. Menkiti

**302 (1) Kant**

Intensive studies in the philosophy of Kant with some consideration of his position in the history of philosophy.

Prerequisite: 200.

Mrs. Stadler

**304 (2) The Theory and Practice of Metaphor**

A "discovery course," tracing the function of metaphor in literature, the sciences, and human creativity in general. Theoretical analysis of metaphorical thinking as well as studies of the role of some specific metaphors in past and present will be included.

Prerequisite: one Grade II course, preferably 200 or 201, or permission of the instructor.

Mrs. Janik

**311 (1)\* Plato**

Two issues in Platonic philosophy will be emphasized. The so-called "Socratic paradox" which holds that no one knowingly does evil and the theory of "forms" or "Platonic ideas." Offered in alternation with 312.

Prerequisite: 101 or Greek 201.

Not offered in 1981-82.

Ms. Congleton

Offered in 1982-83.

**312 (1)\* Aristotle**

Intensive study of the thought of Aristotle through detailed reading of selected texts. Attention will be given especially to those works which present Aristotle's picture of nature, human nature, and society. Aristotle's influence on subsequent science and philosophy will be discussed briefly. Offered in alternation with 311.

Prerequisite: 101 or Greek 201.

Mrs. Janik



**326 (2) Philosophy of Law**

A systematic consideration of fundamental issues in the conception and practice of law. Such recurrent themes in legal theory as the nature and function of law, the relation of law to morality, the function of rules in legal reasoning, and the connection between law and social policy are examined. Clarification of such notions as obligation, power, contract, liability, and sovereignty. Readings will cover the natural law tradition and the tradition of legal positivism, as well as such contemporary writers as Hart and Fuller. Open to qualified juniors and seniors, or by permission of the instructor.

Mr. Menkiti

**327 (2) Seminar. Ideas of Progress and Perfection**

The aim is to discover what exactly is at issue in discussions of the debts which the arts, sciences, and philosophies of the 20th century owe to their respective historical antecedents. The seminar will examine texts in the history of art, science, and philosophy with a view to clarifying the measure of agreement between different answers to the questions of what progress is and how it is to be assessed. Readings will include Gombrich, Lakatos, and Collingwood. Offered jointly with MIT 21.367. Open to juniors and seniors by permission of the instructor.

Mrs. Stadler, Mr. Kibel (MIT)

**328 (2) Problems in Twentieth-Century Art and Philosophy**

Twelve major painters of the last 100 years, from Manet to Olitski, will be studied. Equal emphasis will be given to their stylistic development through a close study of individual paintings and to the critical issues raised by their work especially as these issues relate to the history of Modernist thought. Readings will include writings of the artists themselves, as well as relevant critical and philosophical texts. Offered jointly with MIT 21.980. Open by permission of the instructor.

Mrs. Stadler, Mr. Ablow (Boston University)

**335 (1) Theory of Meaning**

A study of some contemporary discussions of what it might mean to say language has "meaning" in addition to grammatical structure. Theories to be discussed include the reference theories of such philosophers as Gottlob Frege, Bertrand Russell, Hilary Putnam, and Saul Kripke, and the transformational theories of Noam Chomsky and the interpretive and generative semanticists.

Prerequisite: 216 or equivalent study of logic.

Ms. Congleton

**336 (1) Contemporary Analytic Philosophy**

A study of contemporary philosophy in the English-speaking world. Points of contact with the philosophical tradition and philosophy on the European continent will be emphasized. Among the topics: language and the world, philosophical method, moral psychology, the self, skepticism, relativism.

Prerequisite: 200.

Mr. Winkler

**338 (1) Justice: The Proper Balance of Liberty and Equality**

Intensive study of John Rawls' *A Theory of Justice* as one attempt to clarify our thinking concerning the apparently conflicting demands for greater equality and more extensive liberty put forward by various groups in a democratic society. Attention will be paid to some of the major areas of conflict, e.g., affirmative action, the ERA, the welfare state, as well as to some of the philosophical responses to and clarifications of *A Theory of Justice*.

Prerequisite: one course in moral or social philosophy or in political theory, or permission of the instructor.

Mrs. Putnam

**339 (2) Contemporary Ethical Theory**

Questions to be studied include: Are moral values discovered or invented? If there are objective values how do we come to know them, and if there aren't, where does the sense of moral obligation come from? What is the nature of moral (practical) reasoning? What is the point of morality? Readings will be taken primarily from the works of 20th century philosophers.

Prerequisite: one course in Philosophy or permission of the instructor.

Mrs. Putnam

### 345 (2) Philosophy and the Human Sciences

A critical study of some major philosophical issues raised by the advent of sociobiology, psychology, and anthropology as sciences. Issues to be addressed are: Are there any essential differences between the human and the natural sciences? Can the human sciences give objective value-free knowledge? To what extent do the human sciences conceal political ideologies? What are the implications of the human sciences for our conceptions of human nature, values, and culture? Case studies include Freud's *psychoanalysis*, Wilson's *sociobiology*, Kohlberg's *moral psychology*, and Milton Friedman's *economic theory*. Open by permission of the instructor.

Mr. Flanagan

### 350 (1) (2) Research or Individual Study 1 or 2

Open to juniors and seniors by permission.

### 370 (1-2) Thesis 2 to 4

Open only to honors candidates. For alternate honors programs see Directions for Election.

## Cross-Listed Courses

### Education 102 (1)

Education in Philosophical Perspective  
For description and prerequisite see Education 102.

### Extrdepartmental 119 (2)\*

History of Science: Scientific Ideas and World Views  
For description and prerequisite see Extrdepartmental 119.

### Extrdepartmental 226 (1)

History of Science: Historical Foundations of Modern Science  
For description and prerequisite see Extrdepartmental 226.

### Extrdepartmental 272 (2)

Moral Theory and Moral Change  
For description and prerequisite see Extrdepartmental 272.

### Extrdepartmental 341 (1)

Epistemological Crises  
For description and prerequisite see Extrdepartmental 341.

### Extrdepartmental 342 (2)

Seminar. Moral and Political Philosophy and the Emergence of Modernity  
For description and prerequisite see Extrdepartmental 342.

## Directions for Election

Beginning with the Class of 1982, philosophy majors are expected to elect at least two courses from each of the following three areas:

A. (Historical): 101, 200, 201, 202, 205, 221, 222, 223, 302, 311, 312

B. (Value Theory): 106, 202, 203, 210, 211, 227, 249, 326, 328, 338, 339, 342

C. (Metaphysics and Theory of Knowledge): 202, 205, 215, 216, 217, 234, 304, 327, 335, 336, 341, 345

Philosophy 200 is required of all philosophy majors; 216 is strongly recommended to students who plan to do graduate work in philosophy.

A knowledge of Greek, French, or German is desirable. Students planning graduate work in philosophy should acquire a reading knowledge of two of these languages.

The department offers the following options for earning honors in the major field: (1) writing a thesis or a set of related essays; (2) a two-semester project which replaces the thesis with some of the activities of a teaching assistant; (3) a program designed particularly for students who have a general competence and who wish to improve their grasp of their major field by independent study in various sectors of the field. A student electing option (2) will decide, in consultation with the department, in which course she will eventually assist and, in the term preceding her teaching, will meet with the instructor to discuss materials pertinent to the course. Option (3) involves selecting at least two related areas and one special topic for independent study. When the student is ready, she will take written examinations in her two areas and, at the end of the second term, an oral examination focusing on her special topic.

# Physical Education and Athletics

Professor:

Vaughan (Chairman)

Associate Professor:

Batchelder

Assistant Professor:

Bauman, Cochran<sup>•</sup>, Temin<sup>3</sup>, Moulton

Instructor:

Cooper, Dale, Diekema, Ford, Paul, Hansa<sup>3</sup>, Katz<sup>3</sup>, Normandeau<sup>3</sup>, Rogers<sup>3</sup>, Samelson<sup>3</sup>, Town<sup>3</sup>

## 121 (1-2) Physical Education Activities

The instructional program in physical education is divided into four seasons, two each semester. To complete the College work in physical education a student must earn 8 credit points. Students are strongly urged to earn the 8 credits by the end of the sophomore year. These credit points do not count as academic units toward the degree, but are required for graduation. Most activities give 2 credit points each season, but certain activities give 3 or more credit points. Each activity is divided into skill levels to provide instruction in homogeneous groups. Special fees are charged for a few courses and are listed in the course descriptions. More detailed information on specific course offerings, skill levels, prerequisites, and numbers of points may be found in the Department of Physical Education and Athletics Curriculum Handbook which is sent to entering students and is distributed to each student prior to registration. The total program of activities offered in 1981-82 in very general terms follows.

### (1)

#### Scheduled throughout the first semester

Advanced Life Saving and Aquatic Safety

Ballet

Conditioning

First Aid

Jazz

Modern Dance

Scuba

Self Defense

Sports Medicine Seminar

Swimming

Yoga

#### Season 1. Scheduled in first half of first semester

Aerobic Running I

Canoeing

Crew

Exercise and Weight Control

Golf

Horseback Riding

Jazz

Sailing

Soccer

Softball

Swimming

Tennis

Volleyball

#### Season 2. Scheduled in second half of first semester

Aerobic Running I

Archery

Badminton

CPR

Diving

Exercise and Weight Control

Fencing

Field Hockey - Officiating

First Aid

Folk Dance

Horseback Riding

Jazz

Squash

Swimming

Table Tennis

Volleyball

### (2)

#### Scheduled throughout the second semester

Ballet

Conditioning

Composition and Improvisation

Jazz

Modern Dance

Scuba

Self Defense

Sports Medicine Seminar continued

Swimming

WSI

Yoga

#### Season 3. Scheduled in first half of second semester

Badminton

Cross-Country Skiing

CPR

Downhill Skiing

Exercise and Weight Control

Fencing

First Aid

Folk Dance

Horseback Riding

Jazz

Lacrosse: Skills and Conditioning

Lacrosse - Officiating  
 Squash  
 Swimming  
 Table Tennis  
 Volleyball

#### **Season 4. Scheduled in second half of second semester**

Aerobic Running I  
 Archery  
 Canoeing  
 CPR  
 Crew  
 Exercise and Weight Control  
 Field Hockey  
 First Aid  
 Golf  
 Horseback Riding  
 Jazz  
 Sailing  
 Soccer  
 Softball  
 Squash  
 Swimming  
 Tennis  
 Volleyball

#### **Intercollegiate Program**

There are opportunities for those who enjoy competition to participate in one of the intercollegiate teams presently sponsored by the Department of Physical Education and Athletics.

These teams include:

Basketball  
 Crew  
 Fencing  
 Field Hockey  
 Lacrosse  
 Soccer  
 Squash  
 Swimming and Diving  
 Tennis  
 Volleyball

## **Directions for Election**

Each student is expected to complete a minimum of two seasons a year until Physical Education 121 is completed. A student may elect a course which is scheduled throughout a semester, two courses concurrently, or may choose not to elect a course during some seasons.

Students should select courses which meet their present and projected interests in physical activities. It is hoped that students will gain knowledge of the relation of physical activity to the maintenance of general well-being; that they will achieve a level of ability, understanding, and participation in sports, dance, and/or exercise so that they may experience satisfaction and enjoyment; and that they will be able to swim with sufficient skill to participate safely in recreational swimming and boating.

A student's choice of activity is subject to the approval of the department and the College Health Services. Upon recommendation of a College physician and permission of the department, a student who has a temporary or permanent medical restriction may enroll in a modified program.

Students may continue to enroll in physical education after Physical Education 121 is completed. Members of the faculty may elect activities with permission of the department.

## **Cross-Listed Courses**

#### **Theatre Studies 235 (1)**

Looking at Ballet

For description and prerequisite see Theatre Studies 235.

#### **Theatre Studies 236 (2)**

Looking at Modern Dance

For description and prerequisite see Theatre Studies 236.



# Physics

Professor:  
Fleming (Chairman), Brown

Assistant Professor:  
Ducas, Marshall

Laboratory Instructor:  
Benson<sup>3</sup>, Sweeney<sup>3</sup>, Cope<sup>3</sup>

All courses meet for two periods of lecture weekly and all Grade I and Grade II courses have one three-hour laboratory unless otherwise noted.

## 100 (2) Musical Acoustics

Production, propagation and perception of sound waves in music; emphasis on understanding of musical instruments and the means of controlling their sound by the performer. No laboratory. Each student will write a term paper applying physical principles to a particular field of interest. Not to be counted toward the minimum major, or to fulfill entrance requirement for medical school.

Open to all students except those who took 102 in 1979-80.

Ms. Brown

## 101 (2)\* Physics in Perspective

A qualitative overview of the evolution of physics from classical to modern concepts. An introduction to the methodology and language of physics. Laboratory in alternate weeks. Not to be counted toward minimum major, or to fulfill entrance requirement for medical school.

Open to all students.

Not offered in 1981-82.

## 102 (2) Musical Acoustics with Laboratory

Same description as 100 except the course is offered with laboratory in alternate weeks and the students will write a shorter term paper. Not to be counted toward the minimum major, or to fulfill entrance requirement for medical school.

Open to all students except those who took 102 in 1979-80.

Ms. Brown

## 103 (1) Contemporary Problems in Physics

Consideration of selected aspects of physics and physical concepts in their relationship to contemporary societal problems. Topic for 1981-82: Physics of whales and porpoises. Various aspects of these unusual mammals will be explored and viewed in the light of the physical principles they embody. Areas covered include: diving, acoustics, and movement through fluids. Each student will write a final paper on a particular topic. Laboratory in alternate weeks. Not to be counted toward the minimum major, or to fulfill entrance requirement for medical school.

Open to all students.

Mr. Ducas

## 104 (1) Basic Concepts in Physics I

Mechanics including: statics, dynamics, and conservation laws. Introduction to waves. Discussion meetings in alternate weeks. Open to all students who do not offer physics for admission and by permission of the instructor to juniors and seniors who offer physics for admission.

Prerequisite or corequisite: Mathematics 115.

Ms. Marshall

## 105 (1) General Physics I

Elementary mechanics and applications to gravitation and planetary motions; introduction to wave phenomena; a special topic of classical physics, such as thermodynamics; fluids. Discussion meetings in alternate weeks. Open to students who offer physics for admission and are not eligible for 110.

Prerequisite or corequisite: Mathematics 115.

Mr. Roberts

## 106 (2) Basic Concepts in Physics II

Electricity and magnetism; wave phenomena and optics. Discussion meetings in alternate weeks.

Prerequisite: 104 and Mathematics 115.

Ms. Marshall

## 107 (2) General Physics II

Electricity and magnetism; wave phenomena and optics. Discussion meetings in alternate weeks.

Prerequisite: 105 and Mathematics 115, or permission to students who offer physics for admission.

Mr. Roberts

**110 (1) Advanced General Physics**

An intensive course which includes forces on particles in gravitational, electric, and magnetic fields; rotational motion; wave motion; simple circuits. A student who successfully completes 110 is eligible for Grade II work in physics. Discussion meetings in alternate weeks.

Open to students who offer physics for admission and have completed Mathematics 115.

Miss Fleming

**201 (2) Electricity and Magnetism**

Fundamental laws of electric and magnetic fields; electric circuits; electric and magnetic properties of matter. Laboratory includes practice in the use of the oscilloscope and other measuring instruments.

Prerequisite: 106 or 110, and Mathematics 116.

Miss Fleming

**202 (1) Optical Physics**

Wave theory as applied to optical phenomena. Interference, diffraction, coherence, polarization, dispersion, resolution. Introduction to modern optics including lasers and holography.

Prerequisite: same as for 201.

Ms. Brown

**204 (2) Modern Physics**

Basic principles of relativity and quantum theory, and of atomic and nuclear structure.

Prerequisite: 106 or 110, and Mathematics 115.

Mr. Ducas

**222 (1) Medical Physics**

Biological applications of physics. Such areas as mechanics, electricity and magnetism, and thermodynamics will be investigated. No laboratory.

Prerequisite: 106 or 110, and Mathematics 115, or permission of the instructor.

Mr. Ducas

**249 (1)\* Selected Topics**

Topics selected from areas not covered in the general physics courses. Normally a different topic each year. No laboratory.

Prerequisite: 106 or 110 and 216 or Mathematics 116 or the equivalent, or permission of the instructor.

Not offered in 1981-82.

**305 (2)\* Thermodynamics**

The laws of thermodynamics; kinetic theory of gases; statistical mechanics.

Prerequisite: 106 or 110, and one Grade II course; 216 or Mathematics 205 or [201] or [215].

Not offered in 1981-82.

**306 (1) Mechanics**

A vector analytical presentation of Newtonian mechanics including central fields, rotational motion, and small vibrations; Lagrange's equations.

Prerequisite: 201 or 202; 216; or permission of the instructor.

Ms. Marshall

**314 (2) Electromagnetic Theory**

Maxwell's equations, boundary value problems, special relativity, electromagnetic waves, and radiation.

Prerequisite: 201 and 306, and 216 or Mathematics 205 or [215].

Ms. Brown

**321 (1) Quantum Mechanics**

Interpretative postulates of quantum mechanics; solutions to the Schrodinger equation; operator theory; perturbation theory; scattering; matrices.

Prerequisite: 204 or [200] and Mathematics 210; 306 or 314 are strongly recommended.

Ms. Brown

**349 (2)\* Selected Topics**

Advanced topics of mutual interest to faculty and students. Topic for 1981-82: Modern Spectroscopy. Students will report on topics of special interest.

Prerequisite: 204.

Mr. Ducas

**350 (1) (2) Research or Individual Study 1 or 2**

Open by permission to juniors and seniors.

**370 (1-2) Thesis 2 to 4**

Open only to honors candidates.

## Cross-Listed Courses

**Extrdepartmental 216 (2)**

Mathematics for the Physical Sciences  
For description and prerequisite see  
Extrdepartmental 216.

## Directions for Election

Credit will be given for only one of the following courses: 104, 105, 110.

A major in physics should ordinarily include 201, 202, 204 or [200], 306, 314, and 321. Extradepartmental 216 or Mathematics 209, or [216] is an additional requirement. One unit of another laboratory science is recommended.

A reading knowledge of two of the following languages is desirable for students planning to attend graduate school: French, German, Russian.

## Exemption Examination

An examination for exemption from Physics 110 is offered to students who present one admission unit in physics. Students who pass this examination will be eligible for Grade II work in physics. No unit of credit will be given for passing this examination.

# Political Science

Professor:

Miller, Schechter (Chairman), Stettner, Keohane

Visiting Professor:

Heer<sup>3</sup>

Associate Professor:

Just

Assistant Professor:

Delessert<sup>3</sup>, Paarlberg<sup>•</sup>, Sheppard<sup>3</sup>, Krieger, Sanchez-Jankowski, Joseph, Murphy

Instructor:

Lewis

Lecturer:

Entmacher<sup>3</sup>, Leymaster<sup>3</sup>, Wasserspring<sup>3</sup>

### 101 (1) (2) Introduction to Politics

Study of political conflict and consensus, or "who gets what, when, and how." Topics include ways in which political systems deal with problems of leadership, economic development, social and racial inequality. Comparison of democratic and authoritarian systems, including the United States, Great Britain, Nazi Germany, and the People's Republic of China. Emphasis on the relationship between political thought, institutions, and policy problems. Readings from Rousseau, Madison, Mill, Hitler, Marx, Lenin, and Mao as well as contemporary political analysts. Strongly recommended for all further work in political science. Open to all students.

The Staff

## Comparative Politics

### 204 (1) Political Economy of Development and Underdevelopment

An analysis of the national and international context of political and economic problems in Third World countries, with special consideration of major explanations of development and underdevelopment. Topics discussed include colonialism, industrialization, rural development, and economic dependency; constraints of political and economic structures on national decision-making; and the potential for change. The course will include case studies of specific political systems.

Prerequisite: one unit in political science, economics, or European history; open to juniors and seniors without prerequisite.

Mr. Joseph

### 205 (1) Politics of Western Europe

A comparative study of democratic politics in Western Europe. The course will focus on political development in Great Britain, France, and Germany and will examine the role of political culture, parties, interest groups, and leaders in the political process. Contemporary problems in civil rights, economics, and European integration will be explored.

Prerequisite: one unit in political science or European history; open to juniors and seniors without prerequisite.

Mr. Krieger

### 207 (2) Politics of Latin America

An analysis of political and economic problems of Latin America, including alternative explanations of development and underdevelopment in the region. The course will focus on major national problems such as urbanization, rural development and agrarian reform, economic dependency, industrialization and redistribution and explore the political consequences of public policies formulated to deal with these issues. Special consideration given to the political systems of Mexico, Brazil, Peru, Argentina, and Chile.

Prerequisite: one unit in political science; by permission to other qualified students.

Ms. Wasserspring

### 209 (2) African Politics

An examination of the politics of Africa, with special emphasis on relations among African countries and between Africa and the rest of the world. Attention will be paid to the problems of decolonization, national integration, and to the crisis in southern Africa.

Prerequisite: one unit in political science; by permission to other qualified students.

Mr. Murphy

### 300 (2) Politics of East Asia

National and international politics of China and Japan. The People's Republic of China will be considered as an experiment in a radical political ideology and a response to the problems of economic development. Study of Japan will emphasize contemporary voting behavior and bureaucratic politics.

Prerequisite: two units in political science or one unit in Asian history.

Mr. Joseph

### 301 (1) Politics of the Soviet Union and Eastern Europe

Study of the ideology and political organization of Soviet and Eastern European Communism since the 1917 Bolshevik Revolution. Topics include theory and practice of Marxism-Leninism and Stalinism, internal politics of the Communist Party, Soviet education and public opinion, and varieties of socialist democracy in contemporary Eastern Europe.

Prerequisite: two units in political science or Russian language and/or history.

Mrs. Heer

### 303 (2) The Political Economy of the Welfare State

A comparative study of the foundations of social and welfare policy in Western democracies. Focus will be on the changing character of the welfare state in Europe and America: its development in the inter-war years, its startling expansion after World War II, and its uncertain future today as a result of fiscal crisis and diverse political oppositions. Themes to be discussed include: state strategies for steering the capitalist economy; problems of redistribution of wealth; social security, health, and unemployment protection; and equal employment and educational opportunity.

Prerequisite: one Grade II unit in American or comparative European politics or macroeconomics or European history; open to juniors and seniors without prerequisite by permission of the instructor.

Mr. Krieger



**304 (2) Studies in Political Leadership**

A comparative study of the resources and constraints modern political leaders experience. Conceptual approaches and case studies will be analyzed. Exploration of succession problems and political culture in a variety of democratic and authoritarian societies. Individual research and student reports.

Open to students who have taken one Grade II unit in international relations, American or comparative politics, or by permission of the instructor.

Miss Miller

**305 (1) Seminar. The Military in Politics**

A comparative exploration of the role of the military in the political process. Why and how does the military become involved in politics? What are the consequences of its involvement for the society and for the military as an institution? Special attention to military and civilian elite interaction, causes of military coups, decision-making styles, and policy outcomes in military regimes. Case studies drawn from experiences in the U.S., Western Europe, and the Third World. Open to juniors and seniors by permission of the instructor.

Ms. Wasserspring

**306 (2) Seminar. Revolutions in the Modern World**

Comparative analysis of the theory and practice of revolutions in the 20th century. The seminar will consider such questions as: Why and when do revolutions occur? Why do some succeed while others fail? Are there different types of revolutions? What are the important qualities of revolutionary leadership? How are people mobilized to join and support a revolutionary movement? Revolutionary writings by Lenin, Mao, Guevara, Debray, and Ho Chi Minh will be studied, along with contemporary social science analyses of the phenomenon of revolutions. Case studies will be drawn from revolutions in Russia, China, Cuba, Vietnam, Chile, and Iran. Open to juniors and seniors by permission of the instructor.

Mr. Joseph

**308 (1) Seminar. War, Protest and Politics in Vietnam and the U.S.**

Analysis of political participation in Vietnam and the United States as a result of America's involvement in Vietnam. Issues to be considered include: conscription, political mobilization, anti-war protests, civil rights, loyalty to the state, economic implications, political integration, impact of the war on contemporary political issues in both countries.

Open to juniors and seniors by permission of the instructor.

Mr. Sanchez-Jankowski

**American Politics****200 (1) (2) American Politics**

The dynamics of the American political process: constitutional developments, growth and erosion of congressional power, the rise of the presidency and the executive branch, impact of the Supreme Court, evolution of federalism, the role of political parties, elections and interest groups. Emphasis on national political institutions and on both historic and contemporary political values. The course will include analysis of a variety of contemporary policy problems, including such issues as race and sex discrimination, individual liberties, poverty, urban conflict, environmental disruption, inflation, and unemployment. Recommended for further work in American law and politics. Prerequisite: one unit in political science, economics, or American studies, or by permission of the instructor.

Mr. Schechter, Mr. Sanchez-Jankowski, Mr. Lewis

**210 (1) Voters, Parties, and Elections**

Analysis of political behavior in America. The role of interest groups and public opinion in policy issues. Study of voting decisions, political campaigns, party organization, and the meaning of elections. Special topics include the use of media and technology in campaigns, political alienation, and structural reform.

Prerequisite: two units in political science or American history or sociology, or permission of the instructor.

Mrs. Just

**212 (1) Urban Politics**

Introduction to contemporary urban problems. Analysis of the various perspectives on the nature of urban and suburban problems and policies. Evaluation of the formation, implementation, and impact of selected urban policies concerning housing, education, race, criminal justice, welfare, finances, transportation. Examination of trends in national urban policy, intergovernmental relations, and patterns of political involvement and conflict.

Prerequisite: one Grade II unit in American politics, two units in American history, sociology, or economics, or permission of the instructor.

Mr. Sanchez-Jankowski

**310 (1) Political Decision-Making in the United States**

Analysis of the policy-making process based on simulation of decision-making in executive, legislative, and/or judicial units at different levels of government in the United States. Four or five nationally important questions considered with all class members playing roles as advocates, witnesses, decision-makers, or analysts; evaluation of role-playing and extent to which relevant considerations are taken into account in reaching decisions.

Prerequisite: one Grade II unit in American politics or permission of the instructor.

Mr. Lewis

**313 (2) American Presidential Politics**

Analysis of the central role of the president in American politics, and the development and operation of the institutions of the modern presidency, including the White House staff, the Office of Management and Budget, the Council of Economic Advisors, and the National Security Council. The course will focus on sources of presidential power and limitations on the chief executive, with particular emphasis on congressional relations and leadership of the federal bureaucracy. Case studies will be drawn from recent administrations.

Prerequisite: 200, or the equivalent, or permission of the instructor.

Mr. Lewis

**314 (1) Congress and the Legislative Process**

An examination of the structure, operation, and political dynamics of the U.S. Congress and other contemporary legislatures. Emphasis will be on Congress: its internal politics, relations with the other branches, and responsiveness to interest groups and the public. The course will analyze the sources and limits of congressional power, and will familiarize students with the intricacies of lawmaking.

Prerequisite: 200, or 210, or permission of the instructor.

Mr. Sheppard

**315 (2) Public Policy and the Bureaucracy**

Exploration of the expanding role of the federal bureaucracy. What are the causes of bureaucratic growth? What impact has this had on individuals, on institutions, and on the policy process? Focus on processes of decision-making, problems of implementation, intergovernmental relations, and program evaluation. Examination of specific bureaucratic responsibilities such as budgeting, regulating the private business sector, and the Great Society programs of the 1960s. Case studies of agencies such as the Office of Management and Budget, the Environmental Protection Agency, the Office of Economic Opportunity, and the Occupational Safety and Health Administration.

Prerequisite: 200 or permission of the instructor.

**316 (2) Mass Media and Public Opinion**

Analysis of development and treatment of contemporary political issues in the mass media and the written press. Relevant topics in political behavior will also be explored. How consistent or mutable are popular opinions? How does public opinion influence or constrain democratic leadership? Comparison will be made of the development of issues such as the Vietnam War, school desegregation, national health insurance, and ERA.

Prerequisite: 200, or 210, or permission of the instructor.

Mrs. Just

**317 (2) Seminar. Race and Ethnicity in Urban Politics**

Examination of the roles of race and ethnicity in the politics of American cities, with some comparison to Montreal, Mexico City, and other metropolitan areas in the world. At the micro level, attention will be given to the analysis of conventional forms of individual participation (electoral politics, collective action, and lobbying activity) and to the analysis of unconventional forms of participation (protest activity, strikes, riots, and urban terrorism). At the macro level, the focus will be on the ways issues of race and ethnicity influence public policy, with particular regard to the response by urban governments to demands made by members of minority groups.

Open to juniors and seniors by permission of the instructor.

Mr. Sanchez-Jankowski

**318 (1) Field Research Seminar in Welfare Policy**

A seminar combining student internships in governmental agencies or public interest groups with investigation of the law and politics of welfare in the United States. Class sessions will explore welfare policies, and procedures and structures of the different agencies in which interns have been placed. Open to juniors and seniors by permission of the instructor.

Not offered in 1981-82.

## International Relations

**221 (1) (2) World Politics**

An introduction to the international system with emphasis on contemporary theory and practice. Analysis of the bases of power and influence, the policy perspectives of principal states, and the modes of accommodation and conflict resolution.

Prerequisite: one unit in history or political science.

Miss Miller

**222 (2) Comparative Foreign Policies**

An examination of factors influencing the formulation and execution of national foreign policies in the contemporary international system. Comparisons and contrasts between "advanced" and "developing" countries will be stressed, especially the varying significance of domestic sources of foreign policy in Western and non-Western settings. Prerequisite: one unit in international relations or comparative politics.

Mr. Murphy

**223 (1) International Organization**

The changing role of international institutions since the League of Nations. Emphasis on the General Assembly and the Security Council of the UN, plus examination of specialized agencies, multilateral conferences and regional or functional economic and security organizations. The theory and practice of integration beyond the nation-state, as well as the creation and destruction of international regimes. Prerequisite: one unit in international relations or comparative politics.

Mr. Murphy

**321 (1) The United States in World Politics**

An exploration of American foreign policy since 1945. Readings will include general critiques and case studies designed to illuminate both the processes of policy formulation and the substance of policies pursued. Consideration of future prospects. Prerequisite: one unit in international relations or permission of the instructor.

Miss Miller

**323 (1) The Politics of Economic Interdependence**

A review of political strategies for coping with global economic interdependence. Emphasis on the promise and performance of national, regional, international, and transnational organizations, including multi-national corporations, in response to demands for a new international economic order. Global issues discussed will include food, oil, terms of trade, population, income inequality, and resource depletion.

Prerequisite: one unit in international relations or comparative politics.

Mr. Murphy

**324 (2) International Security**

War as the central dilemma of international politics. Shifting causes and escalating consequences of warfare since the industrial revolution. Emphasis on the risk and avoidance of armed conflict in the contemporary period, the spread of nuclear and conventional military capabilities, arms transfers, arms competition, and arms control.

Prerequisite: same as for 321.

Not offered in 1981-82.

### **325 (2) Seminar. Negotiation and Bargaining**

An examination of modern diplomacy emphasizing the behavior of states, international organizations, and other actors in a variety of political settings. Case study material will be drawn from the experience of World Wars I and II, Vietnam, and the Middle East. Consideration of the roles of personalities, national styles of statecraft, and domestic constraints in East-West and North-South conflicts. Individual research and student reports on such topics as strategic arms limitation, the Law of the Sea, and the Israeli-Egyptian peace treaty. Open to juniors and seniors by permission of the instructor.

Miss Miller

### **326 (2) International Politics in the Middle East**

A systematic examination of the role of domestic and foreign ideas and policies in the emergence of nationalism, and nationalist movements in the Middle East. Topics to be discussed include: self-determination, the state, the policies of major powers; Arab, Jewish, Kurdish and Palestinian nationalist movements; the situation in Iran and Afghanistan; and the Arab-Israeli conflict. Prerequisite: same as for 321.

Mr. Murphy

## **Legal Studies**

### **330 (1) (2) Law and the Administration of Justice**

Fundamentals of the American legal process, including development of common law, courts and judges, civil and criminal proceedings, consumer rights and duties, criminal liability, interaction of law and politics, limits of the legal system; some comparison with other legal systems. Legal research and moot court practice. Recommended for further work in legal studies.

Prerequisite: two Grade II units in political science or two Grade II units in any combination of Group B disciplines; and by permission of the instructor to sophomores.

Ms. Entmacher, Mr. Leymaster

### **331 (1) International Law**

The law applicable to the relations of States, international organizations, and individuals in the international community, considering lawmaking processes, settlement of public and private disputes, national claims to marine areas, control of international terrorism, nationality and alienage, regulation and protection of foreign trade and investments, revision of laws of war. Legal research and moot court practice. Open to students who have taken 330 or two units in international relations, or by permission of the instructor.

Ms. Delessert

### **332 (1) The Supreme Court in American Politics**

Analysis of major developments in constitutional interpretation, the conflict over judicial activism, and current problems facing the Supreme Court. Emphasis will be placed on judicial review, the powers of the President and of Congress, federal-state relations, and individual rights and liberties. Each student will take part in a moot court argument of a major constitutional issue. Prerequisite: two Grade II units in political science, including one in American politics, or 330, or permission of the instructor.

Mr. Schechter

### **334 (2) The Criminal Justice System**

An examination of how the criminal justice system works, considering the functions of police, prosecutor, defense counsel, and court in the processing of criminal cases; uses of discretionary power in regard to international and national rendition of fugitive offenders, arrest, bail, plea bargaining, and sentencing; changing perceptions of the rights of offenders and victims; current problems in criminal law. Legal research and moot court practice.

Prerequisite: 330, or 332, or permission of the instructor.

Mr. Leymaster



**335 (2) Seminar. Law and Social Change**

Analysis of the emerging constitutional and statutory rights of women and racial minorities. What rights have been sought? What rights have been achieved? To what extent have new legal rights been translated into actual social and governmental practices? Focus on the equal protection and due process clauses of the Fourteenth Amendment, statutes such as Title VII of the 1964 Civil Rights Act, and Supreme Court decisions during the past decade. The seminar will compare litigation with more traditional strategies for changing public policies towards employment discrimination, abortion, affirmative action, school segregation, housing and welfare. Prerequisite: one unit in American legal studies and permission of the instructor.

Mr. Schechter

## Political Theory and Methods

**240 (1) Classical and Medieval Political Theory**

Study of selected classical, medieval, and early modern writers such as Plato, Aristotle, Cicero, St. Augustine, St. Thomas Aquinas, Machiavelli, Luther, Calvin, and Hooker. Views on such questions as nature of political man; interpretations of the concepts of freedom, justice, and equality; legitimate powers of government; best political institutions. Some attention to historical context and to importance for modern political analysis.

Prerequisite: one unit in political science, philosophy, or European history.

Mr. Stettner

**241 (2) Modern Political Theory**

Study of political theory from the 17th to 19th centuries. Among the theorists studied are Hobbes, Locke, Hume, Rousseau, Burke, Mill, Hegel, Marx, and Nietzsche. Views on such questions as the nature of political man; interpretations of the concepts of freedom, justice, and equality; legitimate powers of government; best political institutions. Some attention to historical context and to importance for modern political analysis.

Prerequisite: one unit in political science, philosophy, or European history.

Mr. Stettner

**242 (1) Contemporary Political Theory**

Study of selected 20th century political theories, including Marxism-Leninism, Social Democracy, Fascism, Neo-conservatism. Attention will be paid to theories leading to contemporary approaches to political science, including elite theory, group theory, functionalism, and theories of bureaucracy. Prerequisite: one unit in political theory; 241 is strongly recommended.

Not offered in 1981-82.

Mr. Krieger

**249 (2) Political Science Laboratory**

The role of empirical data and the use of the computer in the study of comparative politics, public opinion, and political behavior.

Frequent exercises introduce students to topics in descriptive statistics, probability and sampling, questionnaire design, cross tabulation; tests of significance, regression, correlation and modeling. Emphasis is on concepts in data analysis. No previous knowledge of mathematics, statistics, or computing is required.

Prerequisite: one Grade II unit in political science or permission of the instructor.

Mrs. Just

**340 (1)\* American Political Thought**

Examination of American political writing, with emphasis given to the Constitutional period, Progressive Era, and to contemporary sources. Questions raised include: origins of American institutions, including rationale for federalism and separation of powers, role of President and Congress, judicial review, etc.; American interpretations of democracy, equality, freedom and justice; legitimate powers of central and local governments. Attention paid to historical context and to importance for modern political analysis.

Prerequisite: Grade II work in political theory, American politics, or American history, or permission of the instructor.

Not offered in 1981-82.

Mr. Stettner

### **341 (1) Issues and Concepts in Political Theory**

Study of such political concepts as freedom, justice, equality, democracy, power, revolution, civil disobedience, and political obligation. Discussion of related issues, including implications for political systems of adopting these concepts and problems which result when these values conflict with one another. Emphasis on contemporary political problems and sources.

Prerequisite: two Grade II units in political science, philosophy, or intellectual history, or permission of the instructor.

Mr. Krieger

### **342 (2) Marxist Political Theory**

Study of the fundamental concepts of Marxism as developed by Marx and Engels and explored by later classical Marxist theorists including: Lenin, Stalin, Trotsky, Gramsci, Kautsky, and Luxemburg. Attention will also be paid to the contemporary theoretical controversy surrounding both East European communism and the "Euro-communism" of France, Italy, and Spain. Concepts to be critically examined include: alienation, the materialist view of history, the bourgeois state, the transition to socialism, the dictatorship of the proletariat, and permanent revolution vs. statism.

Prerequisite: one Grade II unit in political theory or permission of the instructor.

Mr. Krieger

### **349 (2) Seminar. Political Thought of the American Founding Fathers**

An intensive examination of the political writings of the leading figures in the Revolutionary War and Constitutional periods, particularly Madison, Jefferson, Hamilton, Adams, Wilson and Marshall. The emphasis of the seminar will be on the inter-play of abstract conceptions of politics with the need to develop specific political institutions in the new nation.

Open to juniors and seniors by permission of the instructor.

Mr. Stettner

### **350 (1) (2) Research or Individual Study 1 or 2**

Individual or group research of an exploratory or specialized nature. Students interested in independent research should request the assistance of a faculty sponsor and plan the project, readings, conferences, and method of examination with the faculty sponsor. Open to juniors and seniors by permission.

### **370 (1-2) Thesis 2 to 4**

Open only to honors candidates.

## **Cross-Listed Courses**

### **Black Studies 214 (2)**

Blacks and the U.S. Supreme Court  
For description and prerequisite see Black Studies 214.

### **Black Studies 215 (1)**

Race and Racism in American Politics  
For description and prerequisite see Black Studies 215.

### **Black Studies 312 (1)**

Urban Black Politics in the South  
For description and prerequisite see Black Studies 312

### **Education 307 (2)**

Seminar: Law, Ethics, and Education  
For description and prerequisite see Education 307.

## **Directions for Election**

A major in political science may be broad in scope, or it may have a special focus, e.g., metropolitan regional problems, environmental politics, area studies, international politics, legal problems of minorities, political ethics. Political Science 101, which provides an introduction to the discipline of political science, is strongly recommended for students planning to major. The department offers courses, seminars, and research or independent study in five fields: American politics, comparative politics, international relations, legal studies, political theory and methods. All majors are encouraged to take a seminar. Of the eight units comprising a minimum major, two units must be taken in each of three of these five fields. At least three of these six distribution units must be taken in the Department of Political Science at Wellesley. Units taken at another institution in order to fulfill the field requirement must be approved by the department.

Graduate work in political science leading to the Ph.D. usually requires a reading knowledge of two foreign languages and, for many specialties, a knowledge of statistical techniques or an introduction to the calculus.

Students participating in the Wellesley Washington Summer Internship Program or the Wellesley Urban Politics Summer Internship Program may arrange with the respective directors to earn credit for independent study.

# Psychology

Professor:

Zimmerman, Dickstein, Furumoto, Miller

Associate Professor:

Schiavo, Clinchy (Chair), Finison<sup>3</sup>, Mansfield<sup>3</sup>, Harlan<sup>3</sup>, Kaplan<sup>3</sup>

Assistant Professor:

Koff, Schwartz, Pillemer, Erkut<sup>3</sup>, Keane<sup>3</sup>

Instructor:

Akert, Brachfeld, Cheek

Lecturer:

Rierdan<sup>3</sup>

Research Assistant:

Eister

## 101 (1) (2) Introduction to Psychology

Study of selected research problems from areas such as personality development, learning, cognition, and social psychology to demonstrate ways in which psychologists study behavior.

Open to all students.

The Staff

## 205 (1) (2) Statistics

The application of statistical techniques to the analysis of psychological data. Major emphasis on the understanding of statistics found in published research and as preparation for the student's own research in more advanced courses. A considerable part of the course will be devoted to laboratory exercises in and out of class. Three periods of combined lecture-laboratory. Additional optional periods may be arranged for review and discussion.

Prerequisite: 101.

Mr. Finison, Mr. Dickstein

## 207 (1) (2) Child Development

Behavior and psychological development in infancy and childhood. Theory and research pertaining to personality, social, and cognitive development are examined. Three periods of lecture, discussion, demonstration, and observation of children.

Prerequisite: 101.

Mr. Pillemer, Ms. Brachfeld

## 207R (1) (2) Research Methods in Developmental Psychology

An introduction to research methods appropriate to the study of human development. Individual and group projects. Laboratory. Each section typically limited to twelve students.

Prerequisite: 205 or [201] and 207.

Mr. Pillemer, Ms. Brachfeld

## 208 (1) Adolescence

Consideration of physical, cognitive, social and personality development during adolescence.

Prerequisite: 101.

Ms. Erkut

## 210 (1) (2) Social Psychology

The individual's behavior as it is influenced by other people and the social situation. Study of social influence, interpersonal perception, social evaluation, and various forms of social interaction. Three periods of lecture, discussion, and demonstration.

Prerequisite: 101.

Ms. Akert

## 210R (2) Research Methods in Social Psychology

An introduction to research methods appropriate to the study of social psychology. Individual and group projects on selected topics. Laboratory. Each section typically limited to twelve students.

Prerequisite: 205 or [201] and 210 or 211.

Mr. Schiavo

## 211 (1) Group Psychology

Study of everyday interaction of individuals in groups. Introduction to theory and research on the psychological processes related to group structure and formation, leadership, communication patterns, etc.

Prerequisite: 101.

Mr. Schiavo

## 212 (1) (2) Personality

Selected theories of personality as applied to the normal individual. Some emphasis on relation of theories to selected topics and/or case studies.

Prerequisite: 101.

Mr. Schwartz, Mr. Cheek

**212R (1) (2) Research Methods in Personality**

An introduction to research methods appropriate to the study of personality. Individual and group projects. Laboratory. Each section typically limited to twelve students.

Prerequisite: 205 or [201] and 212.

Mr. Dickstein, Mr. Cheek

**213 (1) Introduction to Psychobiology**

An introduction to the study of the relationship between the nervous system and behavior with particular emphasis on the structure and function of the nervous system. Topics include basic neuroanatomy and neurophysiology, and brain mechanisms involved in such aspects of behavior as emotion, language, motivation, memory, sensation, and cognition. Emphasis on comparison of experiments with animal and human subjects in an effort to shed light on human cognitive functions. Laboratory. Replaces [245].

Prerequisite: 101 and Biology 111 or [100] or 109, or by permission of the instructor. Cross-listed in Biological Sciences.

Mrs. Koff, Mr. Eichenbaum

**214R (2) Research Methods in Psychobiology**

Introduction to research methods employed in psychobiology. Consideration of human and animal experimental methodology. Group and individual projects, with opportunity for students to design and execute an independent research project.

Prerequisite: 205, [201] and one of the following: 213, 215, 216, 217, 218, 219.

Mrs. Koff, Ms. Furumoto

**215 (2) Comparative Psychology**

Study of the behavior of a variety of animal species to provide insight into basic psychological processes and behavior patterns such as learning, cognition, communication, consciousness, courtship, mating behavior, and parenting. Course will include laboratory and field observations. Prerequisite: 101.

Not offered in 1981-82.

Ms. Furumoto

**216 (2) Psycholinguistics**

Consideration of psychological theories of language, including such topics as origins and evolution of language, animal communication, language acquisition, biological basis of language, and the relation between language and thought. Prerequisite: 101.

Mrs. Koff

**217 (1) Cognitive Processes**

Examination of basic issues and research in human information processing, including topics from attention and pattern recognition; memory and conceptual processes; judgment, reasoning, and problem-solving. Prerequisite: 101.

Not offered in 1981-82.

**218 (2) Sensation and Perception**

Survey of theoretical and experimental approaches to selected topics in sensation and perception. Topics will include: sensory receptor processes; auditory and visual perceptual phenomena; perceptual learning and adaptation in children and adults; influence of social and personal variables upon perception; perceptual anomalies such as visual illusions, feelings of *deja vue*, and hallucinations. Course will include laboratory demonstrations.

Prerequisite: 101.

Ms. Mansfield

**219 (1) Learning**

Conditioning, verbal learning, and memory will be discussed. There will be an emphasis on in-class exercises demonstrating principles of learning and a consideration of their relevance to everyday learning situations.

Prerequisite: 101.

Ms. Furumoto

**220R (1) Research Methods in Experimental Psychology**

An introduction to research methods employed in experimental psychology, including the fields of learning, information processing, animal behavior, and cognition. Group and individual projects. Opportunity for student selection of an appropriate independent project. Laboratory.

Prerequisite: 101 and 205 or [201] (205 may be taken concurrently); and 213 or 215 or 216 or 217 or 218 or 219 or [245].

Not offered in 1981-82.



**300 (2) Seminar. The Psychology of Education**

Topic for 1981-82: The psychology of college education. Exploration of different types of liberal arts colleges from the psychological point of view. Topics will include changes in student attitudes, values, and behavior during the college years; salient features of the college environment as perceived by students and faculty (e.g., competition, achievement); student decision-making (e.g., the major, the career); relationships among students and between students and faculty; the social psychology of the classroom and the residence hall; innovative and traditional teaching techniques; methods of evaluating student learning; single sex vs. coeducational colleges; the ideal college education for women.

Open by permission of the instructor to students who have taken 101.

Not offered in 1981-82.

**301 (2) Seminar. Child Development and Social Policy**

Topic for 1981-82: An examination of the relevance of psychological theories and research in forming social policy, with particular emphasis on policies affecting children. Consideration of the applicability of developmental research to policy issues such as the content of federal regulations and the construction of social programs serving children and adolescents. Topics include the effects of televised advertising and violence, educational television, day care, juvenile delinquency, and physical and sexual abuse of children. The adequacy of existing strategies for synthesizing psychological research in order to increase its policy relevance will be considered.

Open by permission of the instructor to juniors and seniors who have taken two Grade II units, including 207, and to other qualified students.

Mr. Pillemer

**303 (2) The Psychological Implications of Being Female**

Consideration of some of the changing patterns in the behavior of women, including literature in the area of sex differences.

Some of the following topics will be examined: theoretical formulations of the psychology of women; female sexuality; men's liberation; results of research on sex differences in humans and animals; social determinants of sex-stereotyped behavior. Open to juniors and seniors who have taken two Grade II units and by permission of the instructor to other qualified students.

**306 (1) States of Consciousness**

An examination of various conceptual and empirical issues in consciousness study. Topics considered will include sleep and dreams, hypnosis and the induction of dissociated states, biofeedback, childhood states of consciousness, the unconscious, psychotic and hallucinogenic states, drug-induced states, and cross-cultural and psychotherapeutic concerns. Prerequisite: same as 303.

Mr. Schwartz

**309 (1) (2) Abnormal Psychology**

Consideration of major theories of neurosis and psychosis. Illustrative case materials. Selected issues in prevention and treatment of emotional problems.

Open to juniors and seniors who have taken two Grade II units, including 212.

Mr. Schwartz, Ms. Rierdan

**310 (2) Seminar**

The acquisition of schizophrenic behavior. A definition of "schizophrenia" will be attempted through consideration of theoretical models, case studies, and autobiographical reports. Different approaches to explaining the acquisition of schizophrenia, as well as strategies for the change of schizophrenic behavior, will be considered.

Open by permission of the instructor to juniors and seniors who have taken two Grade II units, including 212.

Not offered in 1981-82.

**311 (2) Seminar. Social Psychology**

Psychological study of family interaction. Application of social psychological variables and small group theories to the study of the internal processes of family interaction. Topics will include power, decision-making, coalition formation, conflict resolution, and privacy. The approach will consider both marital interaction and processes involving the family as a unit. Some consideration given to the research methods used to study family interaction.

Open by permission of the instructor to juniors and seniors who have taken two Grade II units, including either 210 or 211.

Not offered in 1981-82.

**312 (1) Seminar**

Topic for 1981-82: Psychology of death. An examination of the psychological meaning of death to the individual. Topics to be covered will include acquisition of the concept of death, antecedents and correlates of individual differences in concern about death, psychological processes in dying persons and their relatives, and the psychology of grief and mourning.

Open by permission of the instructor to juniors and seniors who have taken two Grade II units.

Mr. Dickstein

**317 (1) Seminar. Psychological Development in Adults**

Exploration of age-related crises and dilemmas in the context of contemporary psychological theory and research. Primary focus will be on early adulthood, but selected topics in mid-life and aging will also be examined. Among the topics to be covered will be intellectual development in adulthood; changing conceptions of truth and moral value; commitments to intimacy and work; marriage and divorce; parenthood; conflicts between family and career; the role of play in adult life; sex differences in development; role reversals as parents age; retirement and maintaining productivity in old age.

Open by permission of the instructor to juniors and seniors who have taken two Grade II units and to other qualified students.

Ms. Mansfield

**318 (1) Seminar. Brain and Behavior**

Selected topics in brain-behavior relationships. Emphasis will be on the neural basis of the higher-order behaviors. Topics will include language, perception, learning, memory, hemispheric specialization, and sex differences in lateralization.

Open by permission of the instructor to juniors and seniors who have taken two Grade II units, including one of 213, 215, 216, 217, 218, 219, or [245].

Mrs. Koff

**325 (1) Seminar. History of Psychology**

Topic for 1981-82: Women in the Early Period of American Psychology. Women in early American psychology (1890-1930). Study of life histories, educational experiences, and professional contributions of about 30 women who completed advance work in the emerging discipline of psychology.

Open by permission of the instructor to juniors and seniors who have taken 101.

Ms. Furumoto

**327 (2) Selected Topics in Personality**

Topic for 1981-82: Behavioral medicine. This course focuses on behavioral-psychological factors in health care. It provides an overview of the concepts, theoretical applications, and research relevant to behavioral interventions in some "medical" disorders. Included will be discussions of migraine and other forms of chronic pain, behavioral pediatrics, biofeedback interventions, seizure disorders, cardiovascular disorders, and holistic medicine.

Prerequisite: same as for 303.

Not offered in 1981-82.

**328 (1) Seminar**

Topic for 1981-82: Freud and psychoanalysis. Study of works of Sigmund Freud selected to show the development of Freud's concepts and concerns. Special consideration of Freud's place in modern psychoanalytic thinking and in other Western intellectual traditions.

Prerequisite: same as for 312.

Mr. Schwartz

**330 (1) Seminar**

Topic for 1981-82: Environmental psychology. This seminar will examine the influence that setting has on behavior. Important concepts in environmental psychology such as crowding, privacy, territoriality, and personal space will be examined in detail. Sections of the course will focus on specific settings (e.g., hospitals, offices, classrooms), and attention will be paid to investigating the urban environment. The application of psychological variables in architectural planning and design will also be considered.

Prerequisite: same as 317.

Not offered in 1981-82.

**331 (2) Advanced Topics in Psychology**

Topic for 1981-82: The Psychology of the Self. An examination of psychological approaches to understanding the nature of the self from William James (1890) to contemporary theories. Topics will include self-awareness, self-esteem, self-consistency, self-presentation, and self-actualization. The processes of self-concept formation during childhood will also be considered.

Prerequisite: same as 303.

Mr. Cheek

**335 (2) Seminar. Experimental Psychology**

Topic for 1981-82: The ape language controversy. Is language unique to humans, or does the potential for language exist at least in some closely related species? This seminar will consider evidence from ape language research projects and recent criticisms which question the validity of this research.

Open by permission of the instructor to juniors and seniors who have taken one of the following: 213, 215, 216, 217, 218, or 219, and to others by permission of the instructor.

Ms. Furumoto

**340 (2) Seminar. Applied Psychology**

Topic for 1981-82: Organizational Psychology. To be effective in any organization it is crucial to have a working knowledge of how organizations and people within them function. This course will examine applications of psychological and managerial principle of problems encountered in work settings. Topics will include the impact of organizational systems on behavior, the use of power and influence, strategies for increasing productivity, motivation and morale, employee selection, training and development techniques, and the implementation of organizational change. Special attention will be paid to the role of women as managers and leaders. Prerequisite: same as for 317.

Ms. Harlan

**345 (1) Seminar**

The psychological interview. Consideration of the psychological interview as a conceptual and methodological approach to small-scale, intensive research. Focusing on the interview situation as a context in which to observe and analyze dyadic processes, verbal and nonverbal communication processes, and individual psychodynamic processes, the seminar will examine and test principles of psychological interviewing. Will include group laboratory work with videotape and individual student projects on selected developmental topics.

Open to juniors and seniors who have taken 101 and two Grade II units in psychology.

Not offered in 1981-82.

**349 (2) Seminar. Selected Topics in Psychology**

Topic for 1981-82: Nonverbal Communication. This course will examine the use of nonverbal communication in social interaction.

Emphasis will be on the systematic observation of nonverbal behavior, especially facial expression, tone of voice, personal space, gestures, and body movement.

Readings will include both scientific studies and descriptive accounts. Among the issues to be considered: the communication of emotion, cultural and gender differences in nonverbal communication in specific settings (e.g., counseling, educational situations, and interpersonal relationships).

Open to juniors and seniors who have taken two Grade II units in psychology.

Ms. Akert

**350 (1) (2) Research or Individual Study      1 or 2**

Open by permission to juniors and seniors.

**370 (1-2) Thesis      2 to 4**

Open only to honors candidates.

Prerequisite: 207R, 210R, 212R, or 214R [220R].

## Directions for Election

A major in psychology must include 101; one of the following: 207, 208, 210, 211, 212; one of the following: 213, 215, 216, 217, 218, 219, [245]; and 205.

The department offers four research courses: 207R, 210R, 212R, 214R, [220R]. A major in psychology must include at least one of these.

The department recommends that students plan a program in which 205, the research course, and preferably all Grade II requirements are completed as early in the program as possible and no later than the end of the junior year.

Students interested in an interdepartmental major in psychobiology are referred to the section of the Catalog where the program is described. They should consult with the directors of the psychobiology program.

# Religion

Professor:  
Johnson<sup>•2</sup>

Visiting Professor:  
Bourdeaux<sup>3</sup>, Obolensky<sup>3</sup>  
*The Kathryn W. Davis Professors in Slavic  
Studies*; Hobbs

Associate Professor:  
Kodera (Chairman)

Assistant Professor:  
Marini<sup>3/•1</sup>, Levenson, Elkins<sup>3/•1</sup>, Reynolds

Instructor:  
Geller<sup>3</sup>

## 104 (1) (2) Introduction to the Hebrew Bible

A critical study of the Hebrew Bible (Old Testament) from a variety of perspectives—as a cultural expression of the ancient Near East, as a source for the history of Israel, and as the record of the evolving religious tradition of the Israelites. Attention to this tradition as the matrix of Christianity and Judaism. Emphasis upon the world views and literary craft of the authors.  
Open to all students.

Mr. Levenson

## 105 (1) (2) Introduction to the New Testament

An exploration of the writings of the New Testament as diverse expressions of early Christianity. Close reading of the texts, with particular emphasis upon the Gospels and the letters of Paul. Treatment of the literary, theological, and historical dimensions of the Christian scriptures, as well as of methods of interpretation, both ancient and modern.  
Open to all students.

Mr. Hobbs

## 107 (1) Crises of Belief in Modern Religion

Religious and antireligious thinkers from the Enlightenment to the present. An examination of the impact of the natural sciences, social theory, psychology, and historical method on traditional religion. Readings in Hume, Darwin, Teilhard de Chardin, Marx, Reinhold Niebuhr, Freud, Tillich, and others.  
Open to all students.

Mr. Johnson

## 108 (1) (2) Introduction to Asian Religions

An introduction to the major religions of India, Tibet, China, and Japan with particular attention to universal questions such as how to overcome the human predicament, how to perceive the ultimate reality, and what is the meaning of death and the end of the world. Materials taken from Islam, Hinduism, Buddhism, Confucianism, Taoism, and Shinto. Comparisons made, when appropriate, with Hebrew and Christian Scriptures. Course is also taught at MIT second semester.  
Open to all students.

Mr. Kodera

## 109 (1-2) Elementary Hebrew 2

A systematic introduction to the grammar of the Hebrew language, with attention to oral and written expression. Preparation for the reading of religious texts from all periods. No previous acquaintance with Hebrew assumed.  
Open to all students.

Ms. Geller

## 110 (1) The Religious Dimension

What is the religious dimension of human life? An introductory comparative exploration of basic themes and patterns of religious experience and expression. Topics include: sacred space and sacred time, the holy in art, myths of creation, rite and sacrament, religious community, evil and suffering, means to spiritual fulfillment. Readings from various religious traditions.  
Open to all students.

Ms. Reynolds

## 201 (1)\* Jesus of Nazareth

The life and teachings of Jesus within the context of Roman Judaea. Includes a theological analysis of the varieties of faith in Jesus as expressed by the synoptic gospels. Offered in alternate years only. Offered in alternation with 202.  
Open to all students, except those who elected 105 before 1978-79.

Mr. Hobbs



**202 (1)\* Biblical Archaeology**

An archaeological approach to the reconstruction of daily life and historical events in the eras of the Hebrew Bible and New Testament, with emphasis upon the period from 1000 B.C. to A.D. 300. Among topics covered are the cities of Jerusalem, Samaria, and Ephesus; the Dead Sea Community, an early Gnostic community in Egypt, and the interrelationship of text and material remains; synagogues and the earliest evidence for church structures. Offered in alternation with 201.

Open to all students.

Not offered in 1981-82.

**203 (2)\* The Ancient Near East: An Introduction**

A discussion of the earliest civilizations which are basic to Western thought, focusing on the cultural history and especially the literature of Egypt, Mesopotamia, Syria, and Canaan. Readings include *Enuma Elish*, *Gilgamesh*, the *Code of Hammurabi*, the *Baal cycle*, the *Keret* and *Aghat* epics, and various hymns, omens, letters, treaties, chronicles, and royal inscriptions. Closes with a discussion of the relationship of Israel to its environment.

Open to all students.

Mr. Levenson

**204 (2)\* Paul: The Controversies of an Apostle**

A study of the emergence of the Christian movement with special emphasis upon those experiences and convictions which determined its distinctive character. Intensive analysis of Paul's thought and the significance of his work in making the transition of Christianity from a Jewish to a Gentile environment. Offered in alternate years only. Offered in alternation with 307.

Open to all students.

Mr. Hobbs

**205 (1)\* The Prophetic Institution in Biblical Israel**

A study of the institution of prophecy in its literary, historical, sociological, and theological settings. A discussion of ecstatic experience and spirit-possession in general and in the ancient Near East, followed by a careful reading of all the prophetic anthologies in the Hebrew Bible in an effort to understand the world-views of the prophets and their function within Israelite society.

Prerequisite: 104.

Mr. Levenson

**207 (1) New Testament Greek**

Special features of *Koine* Greek. Readings and discussions of selected New Testament texts.

Prerequisite: Greek 102.

Mr. Hobbs

**208 (2) Ethics**

An inquiry into the nature of values and the methods of moral decision-making. Examination of selected ethical issues including professional morality, violence and oppression, sexism, social justice and revolution, and personal freedom. Introduction to case study and ethical theory as tools for determining moral choices.

Open to all students.

Mr. Marini

**209 (1-2) Intermediate Hebrew 2**

A rigorous review of Hebrew grammar with readings in biblical and rabbinic texts and modern religious literature. Practice in the development of oral competence.

Prerequisite: 109 or permission of the instructor.

Mr. Levenson, Ms. Geller

**210 (1) Psychology of Religion**

An examination of psychological studies of religion including a variety of theoretical perspectives and exercises in contemporary research methods. Readings in authors such as William James, Sigmund Freud, C. G. Jung, Erik Erikson, and Gordon Allport.

Open to all students.

Mr. Johnson

**211 (1)\* Religion and the Human Life Cycle**

A cross-cultural study of the role of religion in the major stages of the life cycle: birth, puberty, marriage, death. Attention given to the rituals that mark these critical episodes and the religious questions they raise. Readings from autobiography, literature, anthropology, psychology, and ritual texts of the major traditions. Opportunity to do field work.

Open to all students.

Not offered in 1981-82.

Ms. Reynolds

**214 (2)\* The Jewish Experience**

A survey of the history of the Jewish community from the close of the period of the Hebrew Bible to the present. Exploration of the elements of change and continuity within the evolving Jewish community, as it interacted with the larger Greco-Roman world, Islam, Christendom, and post-Enlightenment Europe and America. Consideration given to the central ideas and institutions of the Jewish tradition in historical perspective.

Open to all students.

Ms. Geller

**215 (1) Religious Autobiography**

First person accounts of the search for meaning. A comparison of classic Christian autobiographies, modern narratives from diverse religious traditions, and works of fiction. Readings include Augustine's *Confessions*, Pascal's *Pensées*, Wiesel's *Night*, Castaneda's *Journey to Ixtlan*, *The Autobiography of Malcolm X*, Matthiessen's *The Snow Leopard*, Hesse's *Siddhartha*, and Lagerkvist's *The Sibyl*.

Open to all students.

Not offered in 1981-82.

Ms. Elkins

**216 (1)\* History or Christian Thought: 100-1400**

Good and evil, free will and determinism, orthodoxy and heresy, scripture and tradition, faith and reason, love of God and love of neighbor; issues in Christian thought as addressed by Augustine, Thomas Aquinas, Francis of Assisi, and other shapers of Christianity from its origins through the medieval period. Attention also to popular religious practices; pilgrimages, the cult of saints, asceticism, and mysticism.

Open to all students.

Not offered in 1981-82.

Ms. Elkins

**218 (1)\* Religion in America**

A study of major ideas, institutions, and events in American religions from the colonial period to the present. Introduction to the principal ways Americans have interpreted religious reality and the historical impact of these ideas on society and culture. Readings in central thinkers including the Puritans, Jonathan Edwards, Ralph Waldo Emerson, and Mary Baker Eddy as well as primary sources from Native American, Black, Catholic, Jewish, and Pentecostal traditions.

Open to all students.

Not offered in 1981-82.

Mr. Marini

**219 (1)\* Religion and Politics in America**

A study of religious beliefs, institutions, and symbols in the political culture of the United States. Case studies and theoretical readings in selected topics, including religion and the Constitution, the ideological functions of religion, politics and symbolic drama, religious identity and the electoral process, religious radicalism and political dissent, and civil religion. Offered in alternate years only.

Offered in alternation with 220.

Open to all students.

Not offered in 1981-82.

Mr. Marini

**220 (2)\* Religious Themes in American Fiction**

Human nature and destiny, good and evil, love and hate, loyalty and betrayal, salvation and damnation, God and fate as depicted in the novels of Hawthorne, Melville, James, Twain, Hemingway, Faulkner, and others. Reading and discussion of these texts as expressions of religious thought and culture in 19th- and 20th-century America. Offered in alternate years only. Offered in alternation with 219.

Open to all students.

Mr. Marini

**221 (2)\* Catholic Studies**

Contemporary issues in the Roman Catholic Church, with particular attention to the American situation. Topics include sexual morality, social ethics, spirituality, and modern theology. Readings represent a spectrum of positions and include works by Thomas Merton, Simone Weil, Karl Rahner, Hans Küng, and Second Vatican Council.

Open to all students.

Not offered in 1981-82.

Ms. Elkins

**223 (2)\* Foundations of Modern Theology**

Primary attention to those late 18th- and early 19th-century theological positions that became dominant in the formation of modern theology: Kant, Schleiermacher, Hegel, and Kierkegaard. Also some consideration to radical theological critics, such as Feuerbach and Nietzsche.

Open to all students.

Not offered in 1981-82.

Mr. Johnson

**234 (2)\* The Crisis of the Fifteenth and Sixteenth Centuries**

Individuals and institutions in a time of religious, economic, and social upheaval. Protestants and Jesuits, intellectuals and peasants, mystics and witches, the old world and the new, examined through literature, theology, letters, trial records, practical guidebooks, and propaganda. Interdisciplinary approach emphasizing contrasting interpretations of the period.

Open to all students.

Not offered in 1981-82.

Ms. Elkins

**235 (1) Religion Under Communism**

A comparative study of the place of religion in the communist countries. This course ranges broadly over nations of widely different history, religious tradition, and present state policies. Particular attention will be given to the USSR, Poland, Romania, and Czechoslovakia, but there will be comparisons made with China, Albania, and Bulgaria. The emphasis will be on the positive, even developing, role which religion continues to play in these societies.

Open to all students.

Mr. Bourdeaux

**236 (2) The Making of Eastern Europe, A.D. 500-1000**

A study of the emergence, out of the travails of the barbarian invasions of the sixth and seventh centuries, of a community of states and nations owing much of their culture, and their ecclesiastical allegiance, to Byzantium. The character, and the growth, of this community in the ninth and tenth centuries. Emphasis will be placed on imperial diplomacy and on the missionary work of the Byzantine Church.

Open to all students.

Mr. Obolensky

**242 (2) Christianity in the Arts**

The Christian tradition as expressed through the arts. Painting, architecture, and liturgy viewed in their theological and historical contexts. Examples include the Catacombs, Byzantine Ravenna, Medieval monasteries and cathedrals, Renaissance Rome and Florence, and Protestant London and New England.

Open to all students.

Ms. Elkins

**250 (2)\* Primitive Religions**

An exploration of religious patterns of non-literate and archaic peoples. Topics include: magic, witchcraft, myth and ritual, the shaman, totemism, taboo, vision quest, peyote cult, revitalization movements. Consideration given to theories of the origins and evolution of religion, and to the concept of "the primitive." Special attention to the religious life of selected Native American societies.

Open to all students.

Ms. Reynolds

**251 (1) Religion in India**

An exploration of Indian religious expression and experience from 2500 B.C. to the present. Concentration on Hinduism, but with consideration of Islam, Buddhism, Christianity, and Judaism as well. Attention to myth, ritual, sacred time and space, cosmology, religious community, and patterns of interaction among traditions. Sources include sacred texts, ethnographies, literature, arts, and symbol systems.

Open to all students.

Ms. Reynolds

**252 (2)\* The Islamic Tradition**

An exploration of the fundamental patterns of Islamic religious life from its 7th century origins to the present. Topics include: life of the Prophet, articles of belief and practice, pilgrimage, mosque, women in Islam, Sufi mysticism, Islamic revolution, unity and diversity in the Islamic world.

Open to all students.

Not offered in 1981-82.

Ms. Reynolds

**253 (2)\* Buddhist Thought and Practice**

A study of Buddhist views of the human predicament and its solution, using different doctrines and forms of practice from India, Thailand, Tibet, China, and Japan. Topics including Buddha's sermons, Buddhist psychology and cosmology, meditation, bodhisattva career, Tibetan Tantricism, Pure Land, Zen, influence on Western thinkers (e.g., Eliot, Hesse), and adaptation to the West. Offered in alternation with 257. Open to all students.

Not offered in 1981-82.

Mr. Kodera

**254 (1)\* Chinese Thought and Religion**

Continuity and diversity in the history of Chinese thought and religion from the ancient sage-kings of the third millennium B.C. to Mao. Topics including Confucianism, Taoism, Chinese Buddhism, folk religion and their further developments and interaction. Materials drawn from philosophical and religious works as well as from their cultural manifestations. Offered in alternation with 255.

Open to all students.

Not offered in 1981-82.

Mr. Kodera

**255 (2)\* Japanese Religion and Culture**

Constancy and change in the history of Japanese religious thought and its cultural and literary expressions. A consideration of Japanese indebtedness to, and independence from China, assimilation of the West and preservation of indigenous tradition. Topics including Shinto, Japanese Buddhism and its arts, Neo-Confucianism and nationalism, Christian impact and failure, and modern Japanese thought. Offered in alternation with 254.

Open to all students.

Mr. Kodera

**257 (1)\* Contemplation and Action**

An exploration of the relationship between two dimensions of religious life. Materials drawn from religious and cultural traditions, East and West. Topics include: self-cultivation and responsibility (Confucius), liberation and nonviolence (Mahatma Gandhi), salvation and justice (Martin Luther King). Offered in alternation with 253.

Open to all students.

Mr. Kodera

**260 (2)\* Eastern Spirituality in the West**

An examination of the "new religions" of Asian-origin in America: Transcendental Meditation, Hare Krishna, Divine Light Mission, Dharmadhatu. Topics include: the doctrine, practice, and social organization of the groups; social and theological significance of the "turn East"; relations with other religious traditions. Open to all students.

Ms. Reynolds

**303 (1)\* Asian Mysticism**

The sufi, the saint, and the yogi as foci for an exploration of mysticism and techniques of spiritual liberation in Asian religious traditions. Materials and readings from hatha yoga, Hindu and Buddhist tantra, Hindu and Muslim devotional paths.

Prerequisite: one course in Asian religions.

Ms. Reynolds

**304 (1) Seminar. Zen Buddhism**

Zen, the long-known yet little-understood tradition, studied with particular attention to its historical and ideological development, meditative practice, and expressions in poetry, painting, and martial arts.

Prerequisite: one course in Asian Religions and permission of the instructor.

Not offered in 1981-82.

Mr. Kodera

**305 (2) Seminar. Religion and Asian Literature**

A discussion of literature from India, China, and Japan as reflecting the religious, social, and cultural concerns of the people.

Open by permission of the instructor.

Not offered in 1981-82.

Mr. Kodera

**306 (2)\* The Encounter of the Hebrew Bible and Modern Thought**

An examination of the theological assumptions, goals, and implications of some of the major schools of interpretation of the Hebrew Bible (Old Testament) against the backdrop of modern intellectual history. Examples of topics to be explored: the emergence of critical method; historicism; the impact of archaeological discoveries; the history of religious school; the Biblical theology movement; liberation theology; the possibility of the Hebrew Bible as scripture. Prerequisite: 104 or 105, or by permission of the instructor.

Mr. Levenson



**307 (2)\* Seminar. The New Testament**

A study of the Christian movement, its life and problems, in the post-Pauline period with special emphasis on the Gospel according to John and its interpretive insights for an understanding of the person and work of Jesus and of the Christian tradition. Offered in alternation with 204.

Prerequisite: 105 or permission of the instructor.

Not offered in 1981-82.

**314 (1)\* Seminar. Theology**

Topic for 1981-82: Critical issues in the ongoing Jewish-Christian dialogue. An exploration of the theological issues in contemporary Jewish-Christian relations in their intellectual, societal, and historical contexts. Attention to such topics as: the exclusiveness of Christian salvation claims and the particularism of Jewish identity, the authority of the Law, traditional and secular messianic expectations, and the ecumenical future for Jews and Christians. Readings from Saul of Tarsus/The Apostle Paul to the present.

Prerequisite: one course in Judaism or Christianity, or permission of the instructor.

Mr. Johnson, Ms. Geller

**316 (2)\* Seminar. Ethics**

An intensive study of an ethical issue or a set of related issues with readings in relevant source materials.

Prerequisite: 208.

Not offered in 1981-82.

Mr. Marini

**317 (2)\* Religion and the Social Sciences**

The use of social scientific methods (psychological sociological, and anthropological) in the study of religious communities. Readings in theoretical texts and exercises in current research methods. Offered in alternation with 314.

Prerequisite: 210, or 211, or Anthropology 104, or Sociology 102.

Not offered in 1981-82.

Mr. Johnson

**318 (2)\* Seminar in American Religions**

Selected topics in History of Religion in America.

Prerequisite: 218, 219, History 250, or permission of the instructor.

Not offered in 1981-82.

Mr. Marini

**335 (1) Seminar. Church-State Relations in Communist Countries**

This will be more technical than Religion 235, building on it by going into the detail of church-state relations. The course seminar will concentrate mainly, but not exclusively, on the Soviet Union, paying attention to Catholic and Protestant traditions, as well as the Orthodox, demonstrating how each is affected by the political and legal system under which it lives.

Prerequisite: 235.

Mr. Bourdeaux

**336 (2) Seminar. The Mission of Cyril and Methodius to the Slavs**

A study of the origins, the course and the results of this ninth-century Byzantine Mission from original documents in English translation.

Open by permission of the instructor.

Mr. Obolensky

**350 (1) (2) Research or Individual Study 1 or 2**

Open to juniors and seniors by permission.

**370 (1-2) Thesis 2 to 4**

Open only to honors candidates.

## Cross-Listed Courses

**Black Studies 320 (1)**

Black Institutions

For description and prerequisite see Black Studies 320.

**History 233 (1)**

Renaissance Italy

For description and prerequisite see History 233.

**History 339 (1)**

Seminar. American Jewish History

For description and prerequisite see History 339.

**Sociology 212 (2)**

Sociology of Religion

For description and prerequisite see Sociology 212.

## Directions for Election

In a liberal arts college, the study of religion constitutes an integral part of the humanities and social sciences. Recognizing religion as an elemental expression of human life and culture, past and present, the department offers courses in the major religious traditions of the East and the West. These courses examine both the individual and the collective dimensions of religion and approach their subject from a variety of perspectives including historical and textual, theological and social scientific.

The total program of the major is designed around the principles of breadth and depth. To promote breadth, majors shall complete one course in each of three groups: Biblical, Western, and Asian. To insure depth, majors shall concentrate in a special field of interest. The structure of this concentration shall be determined in consultation with the advisor.

In individual cases, studies in the original language of religious traditions may be especially valuable. Hebrew and New Testament Greek are available in this department; Latin and Chinese are available elsewhere in the College. Majors interested in pursuing language study should consult the advisor to determine the appropriateness of such work for their program.

# Russian

Professor:  
Lynch (Chairman), Bones

Instructor:  
Chester<sup>3</sup>

### 100 (1-2) Elementary Russian 2

Grammar: oral and written exercises; reading of short stories; special emphasis on oral expression; weekly language laboratory assignments. Three periods.  
Open to all students.

The Staff

### 200 (1-2) Intermediate Russian 2

Conversation, composition, reading, review of grammar. Three periods.  
Prerequisite: 100 or the equivalent.

The Staff

### 201 (1) Russian Literature in Translation I

Russian literature from its beginnings to the middle of the 19th century. The focus of the course is on the major prose of the first half of the 19th century. The authors to be considered include Pushkin, Lermontov, Gogol, Goncharov, Turgenev, and Dostoevsky.

Open to all students.

Not offered in 1981-82.

Mrs. Bones

Offered in 1982-83.

### 202 (2) Russian Literature in Translation II

Russian literature from the second part of the 19th century to the present with emphasis on the works of Tolstoy, Chekhov, Sologub, and such Soviet writers as Babel, Olesha, Bulgakov, and Solzhenitsyn.

Open to all students.

Mrs. Bones

### 205 (2)\* Intermediate Conversational Russian

Practice in conversation and writing to increase fluency and accuracy in the use of idiomatic Russian. A variety of materials such as newspapers, periodicals, tapes, and films will be used in the course. Regular use of language laboratory.

Prerequisite or corequisite: 200 or permission of the instructor.

Not offered in 1981-82.

Mrs. Bones

**225 (1) Soviet Film 1917-1980 (in English)**

The history of Soviet film, Lenin's "most important art." Close analysis of several films with extensive reading in film history and theory, interrelation with other arts (literature and painting). Main genres to be examined: documentary, historical re-creation, social drama, adaptation from literary sources.

Landmark films of the 1920s and developments from 1956 (post-Stalin) through the present will be emphasized. Film theory by Eisenstein, Pudovkin, Kuleshov, Vertov will be discussed.

Open to all students.

Not offered in 1981-82.

**249 (1)\* Language**

General laws of phonology, syntax, and grammatical categories. History, theory, and logic of language and their application to Russian and the problems of English-Russian translation.

Prerequisite or corequisite: 200 or permission of the instructor.

Mrs. Lynch

**300 (1-2) Advanced Russian 1 or 2**

The structure of modern Russian. Extensive reading of literary and historical works.

Weekly written and oral reports on selected topics. Two periods and weekly laboratory assignments.

Prerequisite: 200.

Mrs. Lynch

**311 (1)\* Russian Literature From Its Beginnings up to Pushkin**

Byzantine, Western, and folk influences in the chronicles and epics of the Kievan and Moscovite periods. Reading of the *Igor Tale*, selections from *Primary Chronicle*, *Zadonshchina*; and works of Ivan IV, Avвакуm, Lomonosov, Derzhavin, Radishchev.

Prerequisite or corequisite: 300.

Ms. Chester

**317 (2)\* Russian Writers Today: Emigre and Soviet**

Topic for 1980-81: Solzhenitsyn.

Prerequisite or corequisite: 300.

Not offered in 1981-82.

Offered in 1982-83.

**320 (2)\* Seminar**

Topic for 1981-82: Internal and external emigres. To leave or to stay — the writer's moral and artistic dilemma. Nabokov, Chukovskaja, Axmatova, Morshen, Brodsky. Prerequisite or corequisite: 300.

Mrs. Lynch

**349 (2)\* The Writer in a Censored Society: His Literary and Nonliterary Roles**

Topic for 1980-81: Mayakovsky and Esenin. Prerequisite or corequisite: 300.

Not offered in 1981-82.

Mrs. Lynch

Offered in 1982-83.

**350 (1) (2) Research or Individual Study 1 or 2**

Open by permission to qualified students.

**370 (1-2) Thesis 2 to 4**

Open only to honors candidates.

**Directions for Election**

Course 100 is counted toward the degree but not toward the major. Courses 201 and 202 are counted toward the distribution requirements in Group A and are strongly recommended to students who intend to major in Russian. However, only one of them may count toward the major. A major in Russian is expected to elect 249 or 205 in conjunction with 200, as well as three Grade III courses beyond Russian 300.

Students majoring in Russian should consult the chairman of the department early in the college career, as should students interested in an individual major which includes Russian.

History 246 and 247 are recommended as related work.

The study of at least one other modern and/or classical language is strongly recommended for those wishing to do graduate work in Slavic languages and literatures.

Attention is called to Religion 235 (1), 335 (1), 236 (2) and 336 (2).

# Sociology

Professor:  
Berger (Chairman)

Assistant Professor:  
Anderson-Khleif, Imber, Silbey<sup>3</sup>

Instructor:  
Cuba

## 102 (1) (2) Sociological Perspective

Introduction to the sociological perspective; its principal concepts, theories; its methodologies of examining human social behavior in relation to social institutions. The interconnection between the "micro" world of the individual and the "macro" world of social institutions.

Open to all students.

The Staff

## 103 (2) American Society

How the experience of being "American" has changed during the past century, from our agrarian roots to the foundations of the corporate state. Readings in local community studies and in social reports from de Tocqueville to the present which analyze American society in terms of an ideology of equal opportunity. Attention to populism, racial and class conflict, and social reform within the context of American Pragmatism.

Open to all students.

Mrs. Silbey, Mr. Cuba

## 111 (1) Family Sociology

The study of transition or change in the family system. Emphasis on the contemporary U.S. family but includes comparative material. Scandinavian family, Israeli kibbutz family, Middle East extended family, and Dutch family discussed as cross-cultural models for change. Topics include dating, family and work roles, marital relationships, contacts with kin, divorce, and single-parent families, singlehood, and alternative family forms.

Open to all students.

Mrs. Anderson-Khleif

## 120 (1) Urban Sociology

An examination and critique of various explanations for the causes and consequences of urban phenomena. The historical and sociological importance of the city; as an explanation of individual values and interactions; individual reactions to the urban environment.

Open to all students.

Mr. Cuba

## 129 (2)\* Sociology of Work and Occupations

Study of representative work and occupational experiences ranging from blue-collar jobs to the professions. The nature of work in traditional and in contemporary societies. Socialization to work roles; the process of professionalization; work careers; and other topics.

Open to all students.

The Staff

## 138 (2) Deviant Behavior

Deviance as an interactive process. Specific attention to the process of becoming deviant, societal reactions (both formal and informal) to deviant behavior, and the management and transformation of deviant identities.

Open to all students.

Mr. Cuba

## 200 (1) Sociological Theory

Sociology has been a very successful discipline. It has fundamentally influenced other fields of study as well as thinking about social life in all parts of the world. There is, therefore, an urgent need to understand what sociology is and how it goes about looking at the world as well as interpreting individual and social life. This course seeks to follow through the development of major sociological themes and theoretical positions from the Enlightenment to the present.

Prerequisite: 102 and one Grade I unit.

Mrs. Berger

## 201 (1) Social Statistics

An introduction to issues and techniques of statistical analysis. Descriptive, inductive, and multivariate statistics as ways of presenting and organizing data necessary for the development and testing of hypotheses, and for understanding current sociological research. Provides the necessary background for 302.

Prerequisite: one Grade I unit or permission of the instructor.

Mr. Cuba



**207 (1) Criminology**

How does crime differ from other forms of disapproved behavior and how do societies respond to this? Systematic examination of the meaning of crime and reactions to crime. Topics will include: theories regarding the cause of crime; nature and origins of criminal laws; extent and distribution of criminal behavior; societal reaction to crime through the criminal justice system, penology and corrections. Attention to the relationship between crime, punishment, and justice. Prerequisite: 102 or by permission of the instructor.

Mrs. Silbey

**208 (1)\* Demography**

The analysis of population composition and change. Differential fertility, mortality, and migration of sociocultural groups are examined with reference to population theory and national policies. Attention is also given to urbanization, over-population, and environmental limits. Prerequisite: one Grade I unit or by permission of the instructor.

The Staff

**209 (2) Social Stratification**

The concept of social stratification is the core concept of sociology. This course will compare and contrast alternative theories of stratification in terms of: the impact of stratification on social behavior, values, and personality; changes in stratification systems over time, particularly in terms of industrialization; indicators of stratification; causes and consequences of mobility. These dimensions of stratification will be analyzed at the community, national, and international levels. Prerequisite: Sociology 102 or by permission of the instructor.

**212 (2)\* Sociology of Religion**

Examination of the social dimensions of religion and the institutional interrelationship between religion and society. Sociological theories of religion, religious organization and behavior, religion and social change, and the processes of institutionalization and secularization. Special attention will be given to religion in America with wide use of comparative materials. Prerequisite: 102 or one Grade I unit.

The Staff

**213 (2) Law and Society**

What distinguishes law from other forms of social control? Do people obey laws because it is right or because they are compelled to? Is there a distinction between law and justice? What is the relationship between law and other social institutions, polity, family, and economy? Examination of features of legal systems and legal reasoning which makes law an available device for problem solving. Empirical study of the legal profession, jury system, relationship of law to social class and patterns of social change; the meaning of having one's day in court. Prerequisite: same as for 201.

Mrs. Silbey

**215 (2) Sociology of Culture**

Systematic analysis of the constitutive elements of contemporary culture; their impact on individual and society alike. The role of science, technology, bureaucracy, government and the mass media; questions of autonomy, rationality and irrationality, the theme of abstraction and the spirit of protest. Prerequisite: same as for 201.

Mr. Imber

**224 (1)\* Political Sociology and Social Movements**

Analysis of the social basis of power and political action in modern societies. How does one's socially structured position influence political behavior, and is political action rooted in ideological structures or material conditions? Special attention given to the relationship between the "ways of being political" and structures of power and authority. Analysis of revolutions, political movements, as well as ordinary citizen activities. Prerequisite: 102 or by permission of the instructor.

Mrs. Silbey

**225 (2) Sociology of Science**

An examination of the social conditions of scientific development and controversy. The scientist as an individual who lives in political, social, intellectual, professional, and moral worlds. Other topics include: the interrelations of science, government and industry; sociobiology and IQ debates; the politics of science education and the ethics of science research. Prerequisite: 102 or by permission of the instructor.

Mr. Imber

**229 (1) Organizations and Organizational Behavior**

How do organizations operate? Why do people act the way they do inside organizational settings? Analysis of organizational structure, processes, and behavior. Topics include organizational roles, managerial ideologies, the individual in the organization, power, communication, effectiveness, decision making, conflict, recruitment, mobility, fast-tracking, risk taking, initiative, flexibility and rigidity in organizational structure, and organizational change.

Prerequisite: 102 or by permission of the instructor.

Mrs. Anderson-Khleif

**231 (2) Society and Self**

How can the individual be at once cause and consequence of society? Not only is the person a social product, but s/he is also clearly unique, and in turn helps shape and modify society. This course is concerned with the relationship between the individual and society, and the behavior of persons in groups. Ways in which groups and institutions aid or inhibit individual experience will be discussed.

Prerequisite: 102 or by permission of the instructor.

Mrs. Berger

**300 (2)\* Seminar. Sociological Theory and the Sociology of Knowledge**

Analysis of topics in contemporary sociological theory. The relationships between thought and society; fundamental approaches to the critical analytical modes in the sociology of knowledge. The course will consider contributions from European and American sources. Focus varies with the instructor.

Prerequisite: 200 and one other Grade II course or by permission of the instructor.

The Staff

**302 (2) Research Methods**

An examination of the logic of survey analysis, from the development of hypotheses and construction of a survey instrument to the analysis and reporting of results.

Emphasis is on field research experience; class participants work individually or collectively on the design and implementation of a research project of their choice.

Prerequisite: 201 or by permission of the instructor.

Mr. Cuba

**311 (2) Seminar. Family Studies**

Analysis of problems facing the contemporary U.S. family and potential policy directions. Discussion of the social meaning of income and the quality of family life. Emphasis on welfare, housing, the impact of work on family relations, day care, the elderly, the working poor, and delivery of services to families with special needs. Sweden studied as a comparative model for family policy. Prerequisite: one Grade II course, or permission of the instructor.

Mrs. Anderson-Khleif

**314 (1) Medical Sociology**

Social factors associated with the definition, incidence, and treatment of health disorders. Topics include: differential availability of health care; social organization of health delivery systems; role behavior of patients, professional staff and others; attitudes toward terminal patients or dying; movements for alternative health care.

Prerequisite: one Grade II unit or by permission of the instructor.

Mr. Imber

**320 (2) Seminar. Urban and Community Studies**

Analysis of the structures and processes found in modern American communities and cities. Intensive research on different aspects of community (e.g., power structure, patterns of residential neighboring, degree of organizational participation).

Prerequisite: 102, 120, or permission of the instructor.

Mr. Cuba

**324 (1) Seminar. Social Change**

Examination of theories of social change and the emergence of modern paradigms of social change. Analysis of the impact of change upon selected social institutions such as the polity, economy, family, the stratificational system. Social-psychological dimensions of change. The processes of rationalization, and bureaucratization. Prerequisite: two Grade II courses or permission of the instructor.

Not offered in 1981-82.

**329 (2) Internship Seminar in Organizations**

To observe operations and behavior in a range of business, medical, government, law, media, urban planning, and social service organizations. Selected topics in theory and research including organizational development, group-to-group interface, incentive systems, job satisfactions, organizations and environment, organizational design, coalitions and cliques, information systems, standard operating procedures, and management roles.

Prerequisite: one Grade II course or by permission of the instructor. 229 is recommended.

Mrs. Anderson-Kheif

**338 (1)\* Seminar. Topics in Deviance, Law and Social Control**

Violations of moral and social norms; examination of how rules are constructed within social settings such as schools, political organizations and social movements, police, courts, and prisons. Topics include the relativity of normal behavior, the causes and functions of deviance, the meaning of stigma, the nature of crime and delinquency, role of conflict and consensus in constructing moral order, the location and sources of power and successfully labeling deviance and crime.

Prerequisite: one Grade II unit or by permission of the instructor.

Mr. Cuba, Mrs. Silbey

**350 (1) (2) Research or Individual Study 1 or 2**

Open by permission to juniors and seniors.

**370 (1-2) Thesis 2 to 4**

Open only to honors candidates.

**Directions for Election**

Majors in sociology are required to include in their programs 102, 200, 201, and 302. In addition to the "core" of required courses, students may continue to develop a general major to consist of at least four additional courses of their choice or to construct a more specialized program in an area of concentration: Family Studies, Urban Studies, or Deviance, Sociology of Law, Corrections, and Organization and Organizational Behavior starting with an appropriate exploratory course in each case.

**Cross-Listed Courses****Anthropology 210 (2)**

Racial and Ethnic Minorities

For description and prerequisite see Anthropology 210.

**Black Studies 220 (2)**

Segregation in American Communities

For description and prerequisite see Black Studies 220.

**Education 216 (2)**

Education, Society, and Social Policy

For description and prerequisite see Education 216.

# Spanish

Professor:  
Lovett

Associate Professor:  
Gascón-Vera (Chairman), Ben-Ur

Assistant Professor:  
Villanueva

Instructor:  
Levy<sup>3</sup>, Agosin<sup>3</sup>

Lecturer:  
Renjilian-Burgy

Courses of the department are normally conducted in Spanish; oral expression is stressed.

The department reserves the right to place new students in the courses for which they seem best prepared regardless of the number of units they have offered for admission.

Qualified students may be recommended to spend the junior year in a Spanish-speaking country, either with the PRESHCO Consortium Program of Hispanic Studies in Córdoba, Spain, or a non-Wellesley program. See p. 37.

## 100 (1-2) Elementary Spanish 2

Introduction to spoken Spanish through directed conversation; stress on audio-lingual approach. Extensive situational-type drills. Language laboratory exercises. Three periods.

Open to students who do not present Spanish for admission.

The Staff

## 102 (1-2) Intermediate Spanish 2

Intensive review of grammar and language skills through practice in the classroom and with language laboratory exercises. Readings by contemporary Spanish and Spanish American writers. Emphasis on vocabulary building and oral and written expression. Three periods.

Prerequisite: two admission units in Spanish or 100.

The Staff

## 103 (1-2) Intensive Spanish 3

First semester: Concentrated introduction to spoken Spanish. Constant oral-aural practice, in class and in the language laboratory, builds an active facility with linguistic structures. Intensive vocabulary building through visual presentations, dramatizations, and short readings. Second semester: Increased emphasis on writing and on the reading of literary texts. Continued use of the audio-lingual method develops accuracy and fluency with the spoken language. Five periods per week.

Open by permission of the instructor to students who do not present Spanish for admission.

Not offered in 1981-82.

## 201 (1) (2) Oral and Written Communication

Practice in conversation and writing to increase fluency and accuracy in the use of idiomatic Spanish. Through frequent oral presentations and the use of audio- and videotapes, students develop their ability to use Spanish comfortably in various situations. Prerequisite: 102, 103, [199] or [200] or four admission units or permission of the instructor.

The Staff

## 202 (2) Linguistic and Literary Skills

A course to serve as a transition between language study and literary analysis; speaking and writing organized around interpretations of works by contemporary Hispanic authors; a review, at the advanced level of selected problems in Spanish grammar. Three periods. Open to students presenting three admission units, 102, 103, or 201.

Ms. Renjilian-Burgy

## 203 (2)\* Modern Spanish Literature

From *La Generación del '98* to the Spanish Civil War. Dominant themes and innovations in such authors as Unamuno, Valle Inclán, Baroja, A. Machado, García Lorca, Guillén, and Salinas. Offered in alternation with 204. Prerequisite: [199], [200], 201, or permission of the instructor.

Not offered in 1981-82.

Ms. Gascón-Vera



**204 (1)\* Post-Civil War Spanish Literature**

From 1936 to the present day. The struggle for self-expression in Franco's Spain and the transition from dictatorship to democracy. A study of the literary styles and accomplishments of contemporary authors: Miguel Hernández, Cela, Goytisolo, Gabriel Celaya, Martín Santos, and Blas de Otero. Offered in alternation with 203.  
Prerequisite: same as for 203.

Ms. Gascón-Vera

**205 (1)\* Freedom and Repression in Spanish American Literature**

An introduction to the literature of the Spanish American countries with special focus on the tension between literary expression and the limiting forces of authoritarianism. The constant struggle between the writer and society and the outcome of that struggle will be examined and discussed. Close reading of poetry, chronicles, essay and drama. *El Inca Garcilaso*, Sor Juana de la Cruz, Rubén Darío, Gabriela Mistral, Pablo Neruda, Octavio Paz. Offered in alternation with 209.  
Prerequisite: same as for 203.

Ms. Ben-Ur

**206 (1) Landmarks of Spanish Literature I**

Intensive study of masterpieces that establish Spanish identity and create the myths that Spain has given to the world. *Poema del Cid*, *La Celestina*, *Lazarillo de Tormes*, *El burlador de Sevilla* (Don Juan); Garcilaso, Fray Luis de León, Cervantes, Lope de Vega, Calderón.  
Prerequisite: same as for 203.

Mr. Lovett

**207 (2) Landmarks of Spanish Literature II**

From the virtue-extolling *El sí de las niñas* by Moratín through the turbulent works of the emotion-prone Romantics Rivas, Espronceda, and Bécquer, and the biting satire of Larra, to the realistic novel of Pérez Galdós.  
Prerequisite: same as for 203.

Mr. Lovett

**208 (2) The Spanish Realistic Novel of the Nineteenth Century**

The masters of 19th-century peninsular prose studied through such classic novels as *Pepita Jiménez* by Juan Valera, *Miau* by Pérez Galdós, *Los pazos de Ulloa* by the Countess Pardo Bazán and *La Barraca* by Blasco Ibáñez. Discussions. Student interpretation.  
Prerequisite: same as for 203.

Not offered in 1981-82.

Mr. Lovett

**209 (1) The Spanish American Short Narrative**

The realistic and fantastic short stories of contemporary Spanish America. Special emphasis on women writers. In-depth analysis of the masters Quiroga, Borges, Cortázar, Rulfo, and García Márquez. Offered in alternation with 205.  
Prerequisite: same as for 203.

Not offered in 1981-82.

Ms. Ben-Ur

**210 (2)\* Chicano Literature: From the Chronicles to the Present**

A survey of the major works of Chicano literature in the United States in the context of the Hispanic and American literary traditions. A study of the chronicles from Cabeza de Vaca to Padre Junípero Serra and 19th-century musical forms such as *corridos*. A critical analysis of the themes and styles of the contemporary renaissance in the light of each author's literary values: Luis Valdéz, Alberto Urista, José Montoya, Rodolfo Anaya.  
Prerequisite: same as for 203.

Not offered in 1981-82.

Mr. Villanueva

**211 (2) Living Women Writers of Spain, 1970-1981**

A selection of readings — novels, poetry, essays, theatre — by Spanish women writers of the 1970s and 1980s. Carmen Martín Gaité, Rosa Montero, Ester Tusquets, Mercé Rodoreda, Carmen Conde. A close study of the development of their feminist consciousness and their response to the changing world around them.  
Prerequisite: same as for 203.

Ms. Gascón-Vera

**215 (1) Spanish Practicum**

Students are placed with various Hispanic organizations in the Boston area to increase their fluency in Spanish through personal and continued contact with the language.

Classroom seminars, Hispanic guest lecturers, and films in Spanish complement the students' internship experiences.

Readings by Oscar Lewis, Babín, Maldonado Denis, and others.

Prerequisite: personal interview with the instructor to establish adequate language skill.

Ms. Levy

**228 (2)\* Latin American Literature: Fantasy and Revolution**

The interrelation between aesthetic and sociopolitical problems in the works of contemporary Latin American writers, as seen by García Márquez, Cortázar, Paz, Donoso, and Neruda. Special attention will be given to the imaginative vision of Jorge Luis Borges.

Open to all students except those who have taken Spanish 306 and 307.

Not offered in 1981-82.

Ms. Ben-Ur

**260 (1)\* History of Latin America**

The political, social, economic, and cultural evolution of the Latin American world from colonial days to the present. Emphasis on colonial institutions and their relations to historical developments in the Iberian peninsula and on the fundamental problems, especially in certain key countries, of modern and contemporary Latin America.

Open to qualified freshmen and sophomores, to sophomores who have had a course in history or art history, and to juniors and seniors without prerequisite.

Not offered in 1981-82.

Mr. Lovett

**261 (1)\* History of Spain**

From the epic struggle between Moors and Christians for the control of the Iberian Peninsula, through the centuries of imperial Spain, to modern Spain with its split between liberals and conservatives, a split which explodes into the apocalyptic Civil War of 1936-39, the history of Spain is explored through readings, lectures, and discussions. The course ends with the study of the Franco dictatorship (1939-75) and post-Franco Spain.

Prerequisite: same as for 260.

Mr. Lovett

**301 (2)\* Drama of the Seventeenth Century**

The characteristics of the Spanish drama of the Golden Age. Analysis of ideals of love, honor, and religion as revealed in the drama. Representative masterpieces of Lope de Vega, Guillén de Castro and Ruiz de Alarcón, Tirso de Molina, Calderón. Offered in alternation with 302.

Open to juniors and seniors who have taken two Grade II units including one unit in literature.

Mr. Lovett

**302 (2)\* Cervantes**

A close reading of the *Quijote* with particular emphasis on Cervantes' invention of the novel form: creation of character, comic genius, hero versus anti-hero; levels of reality and fantasy, history versus fiction. Offered in alternation with 301.

Prerequisite: same as for 301.

Not offered in 1981-82.

Ms. Gascón-Vera

**306 (1) Arts and Letters of Contemporary Mexico**

Study of the fiction, poetry and essay in Mexico within the context of the interrelationship of the arts from the Revolution of 1910 to the present. Emphasis will be placed on the pervading influence of myths originating in pre-Cortesian cultures and the Colonial period which appear as recurrent themes in literature and painting. Authors read to include Vasconcelos, Rulfo, Fuentes, Paz, Usigli, Revueltas, Gorostiza, Villaurrutia, Carballido, Garro, Sainz.

Prerequisite: same as for 301.

Ms. Ben-Ur

**307 (2) The New Novel of Latin America**

Analysis and discussion of major Latin American novels from the 1960s and 1970s. Special topics will be social conflict in the novel, estheticism vs. engagement, literature as a critique of values and a search for identity. Works by Onetti, Cortázar, Fuentes, Rulfo, Carpentier, Donoso, García Márquez.

Prerequisite: same as for 301.

Not offered in 1981-82.

Ms. Ben-Ur

**310 (1) Seminar. Cuba from 1898 to the Present**

Intensive examination of the major literary, historical, journalistic and cinematographic manifestations of modern Cuba. Study of representative authors such as Desnoes, Guillén, Fernández Retamar, Benítez. Films discussed may include "Memorias del subdesarrollo," "Lucía," "El super," and "Muerte de un burócrata." Prerequisite: same as for 301.

Ms. Renjilian-Burgy

**350 (1) (2) Research or Individual Study 1 or 2**

Open by permission, or to seniors who have taken two Grade III units in the department.

**370 (1-2) Thesis 2 to 4**

Open only to honors candidates.

**Directions for Election**

Course 100 is counted toward the degree but not toward the major.

Students who begin with 100 in college and who wish to major should consult the chairman in the second semester of their freshman year.

Students may choose to major either in Peninsular or Latin American literature. The Peninsular major should ordinarily include 201, 203 or 204, 206, 207 or 208, 301, 302, either 205 or 307, and at least one additional unit of Grade III literature in Spanish. The Latin American major should ordinarily include 201, 205, 209, 210 or 211, 306, 307, 206 or 302, and at least one additional unit of Grade III literature in Spanish. History 260 is recommended for the Latin American major; History 261 is recommended for the Peninsular major.

Individually planned majors in Latin American studies, which combine language and literature courses with a program of history, anthropology, political science, and economics courses, are encouraged.

# Theatre Studies

Professor:  
Barstow (Chairman)

Lecturer:  
Levenson<sup>3</sup>

**203 (2) Plays, Production, and Performance**

The produced play considered as originally the creation of the dramatist but brought to completion in performance through the creative collaboration of producers, directors, designers, and actors.

Open to all students.

Mr. Barstow

**205 (1)\* Scene Study**

Study of the performed scene as the basic building-block of playwright, director, and actor. Scenes from significant plays and scenes written for the course regularly rehearsed and performed for class criticism. Prerequisite: 203 or permission of the instructor.

Mr. Barstow

**206 (1)\* Design for the Theatre**

Study of the designer's function in the production process through development of scale models of theatrical environments for specific plays. The models are evaluated in a series of juried critiques focusing on performance as a realization of the analytical interpretation of each play. Offered in alternation with 209.

Prerequisite: same as for 205. Majors are encouraged to take Art 100 and one or more of the following before taking 206: Art 105, 108, 209, 210.

Not offered in 1981-82.

Mr. Levenson

Offered in 1982-83.

**208 (1)\* Contemporary Theatre**

Late 20th-century dramatists and production styles; plays, producers, designers, and actors significant in the development of contemporary theatre.

Prerequisite: 203 or permission of the instructor. Open to juniors and seniors without prerequisite.

Not offered in 1981-82.

Mr. Barstow

Offered in 1982-83.

**209 (2)\* Seminar. The Design of Lighting for Theatrical Production**

Theory and technique of the lighting of performance as a major artistic component of theatrical production. Emphasis is on developing the analytical, organizational and technical skills necessary to the lighting designer. Offered in alternation with 206.

Prerequisite: same as for 205.

Mr. Levenson

**210 (1-2)\* History of the Theatre 1 or 2**

Study of theatre structures, crafts, and practices with emphasis on acting and production styles as these relate to major developments in dramatic literature. One unit of credit may be given for either semester by permission of the instructor.

Prerequisite: same as for 205.

Not offered in 1981-82.

Mr. Barstow

Offered in 1982-83.

**215 (1)\* Shakespeare in the Theatre**

Study of production of Shakespeare's plays in the theatre; particular attention to Elizabethan stagecraft and to contemporary production styles; emphasis on acting and directing. Reports, and scenes performed for class criticism.

Prerequisite: 203, and English 112, [215], or [305], [306], or 323, or 324.

Mr. Barstow

**235 (1) Looking at Ballet**

A history of ballet from the Romantic ballet of the 1830s to the present. Analysis of ballets by such choreographers as Petipa, Balanchine, and Ashton. There will be filmed and taped materials each week, along with lecture and discussion. When possible, lectures will be supplemented by field trips to dance performances in the Boston area. Open to all students.

Mrs. Temin

**236 (2) Looking at Modern Dance**

An analysis of modern dance focusing on what makes it "modern" and how it differs from ballet. Modern dance choreographers from Isadora Duncan and Ruth St. Denis to Martha Graham, Doris Humphrey, Paul Taylor, Merce Cunningham, and Twyla Tharp will be discussed. Frequent films and videotapes of modern dance will be supplemented when possible by field trips to dance performances in the Boston area. Open to all students.

Not offered in 1981-82.

Mrs. Temin

Offered in 1982-83.

**350 (1) (2) Research or Individual Study 1 or 2**

Open by permission to qualified students.

**Directions for Election**

A student who wishes to pursue an interest in theatre should consult the chairman of theatre studies about course selection which will emphasize dramatic literature in English and foreign languages together with the history and philosophy of art and music.

A student who is interested in an individual major in theatre studies should see Interdepartmental Majors.



# Extra-departmental

The following section includes several separate courses of interest to students in various disciplines.

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Course may be elected to fulfill in part the distribution requirement in Group A

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Course may be elected to fulfill in part the distribution requirement in Group B<sup>1</sup> or B<sup>2</sup> as designated.

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Course may be elected to fulfill in part the distribution requirement in Group C

## Extradepartmental Courses

### 100 (2) Tutorial In Expository Writing

An individual tutorial in writing, taught by juniors and seniors from a variety of academic departments. Requirements for the course include completion of weekly assignments in writing and revising; occasional reading assignments; weekly conferences with a student tutor; occasional conferences with faculty advisor. Mandatory credit/noncredit.

Open by permission of the class dean.

Mrs. Stubbs

### 106 (1) Introduction to Chinese Culture

An inquiry into the patterns and themes of China's culture by examining its history, philosophy, religion, literature, art and science. Particular themes will be explored through a series of historical topics. The patterns we will look for should help us answer questions such as: why did the Chinese Empire continue to exist for four millenia? why did Chinese philosophy develop in the direction of Maoist ideology? Classes in English.

Open to all students without prerequisite.

Mr. W. Liu

### 110 (1) (2) Introduction to Computer Programming and Computation

Introduction to the science of computation and problem-solving techniques in the BASIC programming language. Focus on the development of good programming style and experience with modern programming methodology in a range of application areas. The use of Wellesley's DECSYSTEM-20 computer, and of editor programs and other system facilities; the FORTRAN language and the impact of computers on society.

Open to all students. No prior background with computers or mathematics is expected.

The Staff

### 112 (2)\*\*\*\* Evolution: Change Through Time

Study of the concepts of evolution in the physical and biological world and their impact on man's view of himself, his place in nature, and his expectations for future change. Evidence for origins and change in the universe, the earth, and life forms. Consideration of the historical development of evolutionary concepts will provide the opportunity to examine the manner in which scientific concepts are formulated, revised, and restated; what it means to be "objective" in science; and the degree to which preconceived ideas affect what we observe, record, and accept in science. Two periods for lecture and a 3-period demonstration section. Meets the Group C distribution requirement as a nonlaboratory unit but does not count toward the minimum major in any Group C department.

Open to freshmen and sophomores; to juniors and seniors by permission.

Not offered in 1981-82.

Miss Webster, Miss Widmayer

**114 (1)\*\*2 Introduction to Linguistics**

Designed to familiarize the student with some of the essential concepts of language description. Suitable problem sets in English and in other languages will provide opportunities to study the basic systems of language organization. Changes in linguistic methodology over the last century will also be discussed.

Open to all students.

Ms. Levitt

**119 (2)\* History of Science: Scientific Ideas and World Views**

A course designed for students whose technical knowledge of science is limited, but who wish nevertheless to examine some of the scientific ideas which have shaped man's ideas of himself and his universe. Films from Jacob Bronowski's *Ascent of Man* series will provide a perspective for examining the contributions of such scientists as Newton, Darwin, and Einstein to the science of their time as well as to our own. Critical evaluation of the portrayal of scientific ideas and their impact in historical accounts, biography and film. (There will be film showings outside of class hours.)

Open to all students.

Not offered in 1981-82.

Miss Webster

**120 (1)\*\* Introduction to Women's Studies**

Examination of key works of literature and scholarship on women and the intellectual background of modern women's movements. Themes to be emphasized include (1) different definitions of male and female roles (2) recommendations for changes in established practice and attitudes and (3) women's cultural history.

Open to all students.

**130 (2) Comparative Literature**

Topic for 1980-81: Transformation of myths in ancient and modern literature. Study of several classical myths which form the basis of significant works of widely separated periods. Analysis of essential plots of myths. Comparative study of their adaptations by ancient as well as modern authors.

"Universal" appeal of the myths, and the effects of using traditional material in 20th-century literature. Readings available in translation, but students with reading knowledge of classical or modern languages will be encouraged to prepare in the original. Open to all students.

Not offered in 1981-82.

Mrs. Boedeker

**141 (2) China on Film**

West looks East through the camera's eye. Charlie Chan in Shanghai, Shirley MacLaine at the Great Wall, Pearl Buck on the Good Earth: a cinematic exploration of Western conception of 20th-century China. A broad selection of films, primarily documentary, will be analyzed in their historical context, supplemented by readings on both background material and film criticism. Focus on major shift of dominant Western opinion toward China. Films by Felix Greene, Antonioni, Rene Burri, Shirley MacLaine, Edgar Snow to be included among others. Course conducted in English. Discussion following each film showing. Short paper assignments through the course.

Open to freshmen and sophomores only; upperclass students by permission of the instructor.

Mr. W. Liu

**211 (1-2)\* Dante (in English) 2**

An introduction to Dante and his culture. This course presumes no special background and attempts to create a context in which Dante's poetry can be carefully explored. It concentrates on the *Divine Comedy* and Dante's use of his literary and philosophical sources. The centrality and encyclopedic nature of the comedy make it a paradigmatic work for students of the Middle Ages. Since Dante has profoundly influenced some key figures of the 19th and 20th centuries, students will find that he illuminates modern literature as well. First semester may be elected independently, second semester may be elected independently by permission of the instructor.

Open to all students.

Ms. Jacoff

**216 (2) Mathematics for the Physical Sciences**

Mathematical preparation for intermediate and advanced physical science courses. Topics include: vector analysis; field theory, with the divergence and Stoke's theorems; ordinary and partial differential equations; Fourier series. Topics such as diagonalizing matrices and using statistical distribution functions included as time permits. No laboratory.  
Prerequisite: Physics 104 or 105 or 110 or permission of the instructor and Mathematics 205 or [201] or [215].  
Ms. Marshall

**220 (2) Proust and the Modern French Novel**

Psychology and aesthetics in works by Flaubert, Gide, Sartre, Beckett, and Robbe-Grillet, with emphasis on Proust's *Remembrance of Things Past*. Lectures, papers, and class discussion in English. Students may read the texts in French or in English translation.  
Open to all students except those who have taken two or more Grade II courses in French literature.  
Mr. Stambolian

**222 (2) \*\*\*2 Women in Contemporary Society**

The legal, political, economic, and psychological issues affecting women. Special emphasis on women's work at home and in the paid labor force, their role in the family and in social change.  
Prerequisite: Extrdepartmental 120, or a social science course, or by permission of the instructor.

**226 (1) History of Science: Historical Foundations of Modern Science**

A course designed for students who have completed their introduction to science and who wish to put some aspects of that knowledge into historical perspective, emphasizing the historical development rather than the textbook version of scientific ideas, and the context — historical, political, economic, and philosophical — of pivotal episodes. The latter will be selected as much as possible to reflect the interests of the students electing the course. With this introduction to history of science as a discipline and with several case histories from different sciences as models. Students will design research projects in the history of science reflecting their particular areas of interest and expertise. Students will present their projects orally and in final papers.  
Prerequisite: three units in Group C, at least one of which is with laboratory. Open to juniors and seniors, and to sophomores by permission of the instructor.  
Not offered in 1981-82.  
Miss Webster

**227 (2) Feminism, Anti-Feminism and Philosophy**

Study of the range of feminist and anti-feminist theories developed in the course of Western history from Plato to the present. Emphasis will be placed especially on discovering what values and concepts underlie anti-feminist theories and attitudes. Some recent discussions of the possibility of changing traditional values and concepts so as to reflect women's equality will also be examined.  
Open to all students without prerequisite.  
Mrs. Janik

**228 (2)\* \*\* Latin American Literature: Fantasy and Revolution**

Aesthetic and sociopolitical problems in the works of contemporary Latin American writers, as seen by García Márquez, Cortázar, Paz, Donoso, and Neruda. Special attention will be given to the imaginative vision of Jorge Luis Borges.  
Open to all students except those who have taken Spanish 306 and 307.  
Not offered in 1981-82.  
Ms. Ben-Ur

**230 (1) (2) Information Structures and Algorithmic Techniques**

An introduction to the PASCAL programming language and the theory and application of data structuring techniques. Topics include: internal data representations, abstract data types, stacks, recursion, pointers, list structures, trees and file storage.  
Prerequisite: Extradepartmental 110 or permission of the instructor based on equivalent preparation elsewhere.

The Staff

**231 (2) Interpretation and Judgment of Films**

Close analysis of masterpieces of film art, drawn from the work of such directors as Eisenstein, Chaplin, Keaton, Dreyer, Ophuls, Welles, Bergman, Fellini, Godard, and Antonioni. Many short written assignments. Frequent screenings in the early part of the week of the film under discussion; students are required to see each film at least twice. Open to all students.

Not offered in 1981-82.

**235 (1) An Introduction to Religion under Communism**

A comparative study of the place of religion in the communist countries. This course ranges broadly over countries of widely different history, religious tradition and present state policies. Particular attention will be given to the USSR, Poland, Romania and Czechoslovakia, but there will be comparisons made with China, Albania and Bulgaria. The emphasis will be on the positive, even developing, role which religion continues to play in these societies. Open to all students.

Mr. Bourdeaux

**236 (2) The Making of Eastern Europe, A.D. 500-1000**

A study of the emergence, out of the travails of the barbarian invasions of the sixth and seventh centuries, of a community of states and nations owing much of their culture, and the ecclesiastical allegiance, to Byzantium. The character, and the growth, of this community in the ninth and tenth centuries. Emphasis will be placed on imperial diplomacy and on the missionary work of the Byzantine Church.

Open to all students.

Mr. Obolensky

**237 (2)\* History and Structure of the Romance Languages**

Open to students of French, Italian, Spanish, and Latin, this course deals with the development of the modern Romance languages from Vulgar Latin. Primary emphasis will be placed on examining this development from a linguistic point of view, stressing general principles of historical change. Some reading and comparison of early texts in each of the languages will also be included. Offered in alternation with 238.  
Prerequisite: Extradepartmental 114 or by permission of the instructor.

Not offered in 1981-82.

Ms. Levitt

**238 (2)\* Linguistic Analysis of Social and Literary Expression**

An interdisciplinary course designed for students in the humanities and social sciences based on the application of linguistics to the analysis of language in its written and spoken forms. Emphasis on the ways literary styles are created, and levels of social expression are conveyed, by variations in the structural and semantic organization of language. Includes extensive study of women's language. Offered in alternation with 237.

Prerequisite: Extradepartmental 114 or by permission of the instructor.

Ms. Levitt

**240 (1) Organization of Computer Systems**

An investigation of the issues that arise in the design of large and complex programming systems using Wellesley's DECsystem-20 computer as a model. Topics include: machine language programming, operating system principles and the programming methodology required to manage systems.  
Prerequisite: Extradepartmental 230.

Mr. Roberts

**241 (2)\* \*\* Chinese Poetry and Drama in Translation**

A survey of Chinese literature of classical antiquity, with emphasis on works of lyrical nature. Readings include selections from *Book of Songs*, elegiac poetry of Ch'u Yuan and works by the great poets of the T'ang and Sung periods. The course concludes with the introduction to poetic drama of the Yuan Dynasty. Comparative analysis with other literature will be encouraged. Classes in English.

Open to all students without prerequisite.

Mr. Van Zoeren



**242 (2)\* \*\* Chinese Fiction in Translation**

A survey of Chinese narrative literature from the medieval period to the present. Readings include short stories from the T'ang Dynasty to the end of the Ming, selections from the great classic novels of the Ming and Ching Dynasties, and prose fiction by 20th-century authors. Discussions will focus on the different stylistic developments of high- and low-culture literature, the social significance of this literature, and the writer's perceptions of the customs, institutions, and conflict of his/her historical environment. Classes in English.

Open to all students without prerequisite.

Not offered in 1981-82.

**245 (2)\* Films and the Novel in Italy**

An introduction to historical, political, and social aspects of post-war Italy; exploration of the interrelationship between Italian cinema and fiction in the development of both social realism and experimental modes of poetic expression. Emphasis on novels by authors such as Pavese, Calvino, Moravia, and Levi and analysis of films directed by Visconti, Rossellini, De Sica, Fellini, and Pasolini. Given in English. Students doing the reading and paper writing in Italian may count this course toward the major in Italian.

Open to sophomores, juniors, and seniors.

Not offered in 1981-82.

Mrs. Ellerman

**246 (2)\*\*\*1 Ancient Medicine**

A survey of medical practice in the Near East, Greece, and Rome focusing on the development of rational medicine under Hippocrates and the medical achievements of the Hellenistic era. Also, theories of physical and mental diseases and their consequences for later Western medical practice, doctor-patient relations, malpractice suits, the cult of the healing god Asklepios, and miracle cures.

Open to all students.

Not offered in 1981-82.

Mr. Engels

**247 (2) Arthurian Legends**

A survey of legends connected with King Arthur from the 6th century through the 15th with some attention to the new interpretations in the Renaissance, the 19th, and the 20th centuries. Special lectures by members of the medieval/renaissance studies program.

Open to sophomores, juniors, and seniors.

Mr. Stehling

**249 (2)\* History of Italian Culture (in English)**

This course is designed to supply a historical context in which certain major cultural movements and works of individual authors may be best studied. It follows a chronological order going from the 13th century up to the modern period, with particular attention to the historical periods of greatest cultural importance, such as the age of the city-state, the Renaissance, the Enlightenment, the Unification of Italy, Fascism and the Resistance. The readings will include analysis both of historical and literary texts. The course serves to integrate the curriculum of study offered by the Italian department but should also be useful to students in other fields.

Open to all students.

Mrs. Mattii

**251 (1)\*\*\*1 Ancient Science**

A study of our Western scientific heritage from its origins to about 200 A.D. Egyptian and Babylonian mathematics and astronomy and their later transformation into deductive sciences by the Greeks. The boundary between non-science and science, the cultural values necessary for scientific development in the ancient world, early theories of biological and cultural evolution, conflicts among science, religion, and philosophy. Medical practices not included in this course.

Open to all students.

Not offered in 1981-82.

Mr. Engels

**261 (2)\* Theory of Programming Languages**

A survey of the techniques used in the design of a modern programming language and in the implementation of programming language translators. Emphasizes the relationship of research in computer science to the problems of programming language translation and considers such questions as the theory of parsing, formal languages and their grammars, table-driven lexical analysis, code generation and optimization.  
Prerequisite: Extrdepartmental 230.

Not offered in 1981-82.

Mr. Roberts

**272 (2) Moral Theory and Moral Change**

A study of the philosophical and practical conflict in the 18th and 19th centuries between those who make happiness the goal of morality and those who declare that happiness is irrelevant to morality. Diderot, Kant, George Eliot, Sidgwick and Kierkegaard will be the protagonists chiefly studied. Offered under the auspices of the Henry R. Luce Professorship in the academic year 1981-82.

Mr. MacIntyre

**308 (1-2) Seminar for Materials Research in Archaeology and Ethnology 2**

Explore the role of materials and technologies in the development of ancient societies and of the way in which scientific analysis of archaeological artifacts and monuments contributes to our understanding of the cultures that produced them. Focus on lithics and their identification and production. The history of lithic items after their manufacture by studying use wear patterns and weathering phenomena. The first semester seminar and laboratory work each week and the second semester will be devoted to laboratory projects by students under CMRAE faculty supervision.

Ms. Luedtke (MIT), Mr. Kohl

**310 (2)\* Mathematical Foundations of Computer Science**

A survey of topics in the mathematical theory of computation. Includes material in the following areas: abstract automata theory, computability and decidability, computational complexity, recursive function theory and combinatorial algorithms on trees and graphs.  
Prerequisite: Extrdepartmental 230 and Mathematics 206.

Mr. Roberts

**331 (2) Seminar. The Theatre since 1945**

Comparative study of the major innovative forms of contemporary drama from the works of Beckett, Brecht, and Artaud to the most recent theatrical experiments in Europe and America. New critical approaches and playwriting encouraged.  
Open by permission of the instructor to juniors and seniors.

Not offered in 1981-82.

Mr. Stambolian

**333 (2) Comparative Literature**

Topic for 1980-81: Ideas of typology in the Bible and literature. Examination of certain basic typological structures established in the Old Testament and how the New Testament adopts and transforms them. Typology both as a historical phenomenon (why was it so important and ubiquitous?) and a theoretical one (what are its implications for theology, historiography, and hermeneutics?). Questions posed and answered in different terms by both texts and iconography in art and architecture. Readings from Vergil's *Aeneid*, Augustine's *Confessions*, Dante's *Inferno* and *Purgatorio*, and Milton's *Paradise Lost*. Readings available in translation, but students with reading knowledge of Latin or Italian encouraged to prepare in original languages.

Open to all students who have taken at least one unit of foreign language beyond the college requirement and one Grade II course in literature.

Not offered in 1981-82.

Miss Jacoff

**334 (2) Seminar. The Autobiographical Impulse in Photography, Writing, and Speaking**

An interdisciplinary study of the human desire to reveal, explore, and record the individual's self, body, and world. Attention will be given to the sources of this desire, the cultural factors that resist or shape it, the various languages and forms it adopts, and the personal and political uses to which it is put. Among the artists and thinkers studied are: Barthes, Beckett, Ingmar Bergman, Foucault, Freud, Violette Leduc, Rousseau, Lucas Samaras, Susan Sontag, Picasso, Proust, and selected photographers. Students will be required to complete a short autobiographical project.

Open to juniors and seniors by permission of the instructor.

Mr. Stambolian

**335 (1) Church-State Relations in Communist Countries**

This course seminar will concentrate mainly, but not exclusively, on the Soviet Union, paying attention to Catholic and Protestant traditions, as well as the Orthodox, demonstrating how each is affected by the political and legal system under which it lives. Prerequisite: Religion 235.

Mr. Bourdeaux

**336 (2) Seminar. The Mission of Cyril and Methodius to the Slavs**

A study of the origins, the course and the results of this ninth-century Byzantine Mission from original documents in English translation.

Open by permission of the instructor.

Mr. Obolensky

**341 (1) Epistemological Crises**

When an intellectual crisis disrupts some established mode of thought and practice, how are standards of knowledge and rational justification reestablished? Problems in the theory of knowledge will show the importance of this question for morality, science and philosophy.

Offered under the auspices of the Henry R. Luce Professorship in the academic year 1981-82.

Mr. MacIntyre

**342 (2) Seminar. Moral and Political Philosophy and the Emergence of Modernity**

A study of how moral and political philosophies, particularly those of Adam Smith and Hegel, contribute to the emergence of specifically modern social forms and conceptions of the individual, the state, liberty, justice and productive work.

Offered under the auspices of the Henry R. Luce Professorship in the academic year 1981-82.

Mr. MacIntyre

**349 (2) Studies in Culture and Criticism**

Topic for 1981-82: French literature and opera. Classic French stories, plays, and novels and their adaptation by French, Italian, and German librettists and composers.

Reading and discussion of a specific literary text precedes consideration of its transformation into an opera. The central issue is the manner in which narrative construction, dramatic characterization, mood, and style differ in prose fiction, dramatic literature, and opera. Texts by Perrault, Corneille, Beaumarchais, Prévost, Hugo, Dumas, Mérimée, Meterlinck, Apollinaire. Operas by Rossini, Massenet, Mozart, Verdi, Bizet, Debussy, Puccini, and Poulenc.

Prerequisite: French 201, 202, 205 or 206, or by permission of the instructor.

Mr. Turk (Taught at MIT)

## Experimental Courses

According to College legislation, the student-faculty Committee on Educational Research and Development has the authority to recommend experimental courses and programs to the Dean of the College. Faculty members and students are invited to submit their ideas to the Committee. There are three criteria for an experimental course or program: a) it should address a defined problem in education at Wellesley; b) it should test a set of conscious assumptions about learning (and the results of the test should be communicated openly); c) it should not fit easily into conventional departmental contexts. The following is the experimental course:

### 301 (2) Symbolism

In 1873, the English essayist and critic Walter Pater wrote: "All art constantly aspires towards the condition of music." On a number of occasions, both in essays and in interviews, the French poet Stéphane Mallarmé implied strong agreement with this statement of his English contemporary. This idea as part of an aesthetics that attempts to bridge the various arts, is an important part of the movement called Symbolism.

This course will attempt to elucidate the Symbolist concept of music as the model art, and to investigate ways of describing the relationships between the different arts through the study of some of the poetry, painting and criticism commonly designated as Symbolist, and through the study of some of the composers of the same period: above all Debussy, but also Mahler, Richard Strauss, Scriabin, and, as background, Wagner.

Open to juniors and seniors with some reading knowledge of French and music, (or any Grade I course in music), and to others only with permission of the instructor.

Mr. Fisk

## Cross-Listed Courses

### German 225 (2)

Clashing Myths in German Culture (in English)  
For description and prerequisite see German 225.

### Greek 104 (1)\*\*

Classical Mythology  
For description and prerequisite see Greek 104.

### Greek 203 (2)\*

Greek Drama in Translation  
For description and prerequisite see Greek 203.

### Greek 228 (1)

Reflections on the Search for Alexander  
For description and prerequisite see Greek 228.

### Greek 252 (2)

Women in Antiquity  
For description and prerequisite see Greek 252.

### Greek 254 (2)\*\*

The Greek Experience  
For description and prerequisite see Greek 254.

### Italian 212 (2)

Literature of the Italian Renaissance (in English)  
For description and prerequisite see Italian 212.

### Italian 214 (2)

Machiavelli (in English)  
For description and prerequisite see Italian 214.

### Russian 201 (1)

Russian Literature in Translation I  
For description and prerequisite see Russian 201.

### Russian 202 (2)

Russian Literature in Translation II  
For description and prerequisite see Russian 202.

### Theatre Studies 235 (1)

Looking at Ballet  
For description and prerequisite see Theatre Studies 235.

### Theatre Studies 236 (2)

Looking at Modern Dance  
For description and prerequisite see Theatre Studies 236.



## Cambridge Humanities Seminar

The Cambridge Humanities Seminar is a collaborative effort by universities in the Boston—Cambridge area to enrich and diversify their interdisciplinary offerings in the humanities at an advanced level. The program is centered at the Massachusetts Institute of Technology and offers subjects to students in the humanities at participating institutions during the last two years of undergraduate and the first two years of graduate work, in an area of scholarship periodically determined by its membership. The program currently involves faculty in literature, history, philosophy, and fine arts. Its current subject is the idea of the past as it plays a role in the study of various cultural activities. All subjects have limited enrollment.

## Semester I 1981-82

### Issues in Literary Interpretation

Examination of the ways in which issues arising in the interpretation of dreams, folk tales, sacred texts, works of visual art, and primitive cultures have influenced the practice of interpreting literary and narrative texts. Readings include Freud, T.S. Eliot, Empson, Lévi-Strauss, Derrida, Barthes, Gombrich, Panofsky, Walter Benjamin.

Mr. Kibel (MIT)

### American Television: A Cultural History

Television's evolution as a system of story-telling and myth-making, studied from anthropological, literary, and cinematic perspectives. The course centers on prime-time commercial broadcasting but also examines theoretical perspectives as well as the medium's technological and economic history.

Open by permission of the instructor.

Mr. Thorburn (MIT)

## Semester II 1981-82

### Problems in Twentieth-Century Art and Philosophy

Twelve major painters of the last 100 years, from Manet to Olitski, studied. Equal emphasis given to their stylistic development through a close study of individual paintings and to the critical issues raised by their work, especially as these issues relate to the history of Modernist thought. Readings include writings of the artists themselves, as well as relevant critical and philosophical texts. Same course as Philosophy 328.

Mrs. Stadler, Mr. Ablow (Boston University)

### On Quality in Art

An exploration of recent and older attempts at formalizing critical and comparative judgments of works of visual art, tracing the subject back to its roots in the isolation during the 16th century of a distinct aesthetic realm, in order to investigate the extent to which objectivity of such judgment can be arrived at. Readings will be coordinated with analysis of art works to which they refer.

Authors include selections from Vasari, Winckelmann, Baudelaire, Burckhardt, Hildebrand, Meier-Graefe, Berenson, Roger Fry, Apollinaire, Breton, Focillon, Panofsky, Gombrich, Jacob Rosenberg, Rhys Carpenter, James Ackerman.

Mrs. Martin (Boston University)

### Ideas of Progress and Perfection

The aim is to discover what exactly is at issue in discussions of the debts which the arts, sciences, and philosophies of the 20th century owe to their respective historical antecedents. The seminar will examine texts in the history of art, science, and philosophy with a view to clarifying the measure of agreement between different answers to the questions of what progress is and how it is to be assessed. Readings will include Gombrich, Lakatos, and Collingwood. Same course as Philosophy 327. Offered jointly with MIT 21.367.

Mrs. Stadler, Mr. Kibel (MIT)

### The Theory and Practice of Metaphor

A "discovery course" tracing the function of metaphor in literature, the sciences, and human creativity in general. Theoretical analysis of metaphorical thinking as well as studies of the role of some specific metaphors in past and present will be included. Same course as Philosophy 304 or 201. Prerequisite: one Grade II course, preferably 200 or 201, or by permission of the instructor.

Mrs. Janik

# Inter-departmental Majors

The College offers a number of established interdepartmental major programs. In addition, a student may design an individual major. All interdepartmental and individual majors must include at least four units of work in one department above the Grade I level, and at least two Grade III units. Some representative individual majors and courses available for them are included in this section.

## American Studies

Director: Marini

American studies is a highly flexible, interdisciplinary program designed to illuminate varieties of the American experience. A wide selection of courses in different departments within the College may be taken for credit in the major. This flexibility enables students to develop individual programs of study. Students are encouraged to integrate diverse elements of American experience by working closely with their advisors and by taking courses which focus on what is enduring and characteristic in American culture.

Four courses in one department above the Grade I level and two Grade III units are required.

The following is a partial list of other courses available that may be included in an American studies major:

### Anthropology 210 (2)

Racism and Ethnic Conflict in the United States and the Third World

### Art 231 (1)

The Art of the English Colonies and the United States to the Civil War

### Art 232 (2)

Art in the United States from the Civil War to World War II

### Black Studies 206 (1)

Afro-American History

### Black Studies 230 (2)

Black and Third World Women

### Black Studies 264 (2)

Black Literature in America

### Black Studies 320 (1)

Black Institutions

### Economics 204 (1)

American Economic History

### Economics 243 (1)

Issues in Social Policy: The Sexual Division of Labor

### Education 212 (1)

History of American Education

### English 261 (1)

American Literature I

### English 262 (2)

American Literature II

### English 263 (1) (2)

American Literature III

### History 250 (1)

The First Frontier

### History 251 (2)

The United States in the Eighteenth Century

### History 252 (1)

The United States in the Nineteenth Century

### History 253 (2)

The United States in the Twentieth Century

### History 310 (1-2)

Social History of the United States

### History 355 (1-2)

Intellectual History of the United States

### Music 104 (2)

American Music

### Philosophy 222 (1)

American Philosophy

### Political Science 310 (1)

Political Decision-Making in the United States

### Political Science 332 (1)

The Supreme Court In American Politics

### Political Science 340 (1)\*

American Political Thought

### Religion 218 (1)\*

Religion in America

## Chinese Studies

Directors: Cohen, Lin

Students interested in graduate work and a career in Chinese studies should take extensive Chinese language work, and literature in the original Chinese is highly recommended.

The following courses are available for majors in Chinese studies.

### **Art 120 (1)**

Themes and Meaning in Asian Art

### **Art 248 (1)**

Chinese Art

### **Art 337 (2)\***

Seminar. Chinese Art

### **Chinese 101 (1-2)**

Elementary Spoken Chinese

### **Chinese 102 (1-2)**

Basic Chinese Reading and Writing

### **Chinese 151 (1)**

Advanced Elementary Chinese

### **Chinese 201 (1-2)**

Intermediate Chinese Reading

### **Chinese 202 (1-2)**

Intermediate Conversational Chinese

### **Chinese 252 (1)**

Readings in Modern Style Writings

### **Chinese 300 (2)**

Readings in Contemporary Chinese Literature

### **Chinese 301 (1)**

Readings in Expository Writings of People's Republic of China

### **Chinese 310 (1)**

Introduction to Literary Chinese

### **Chinese 311 (2)**

Readings in Classical Chinese

### **Chinese 316 (2)**

Seminar. Chinese Literature in the Twentieth Century

### **Chinese 349 (1)**

Seminar. Topics in Literary Chinese

### **Extrdepartmental 106 (1)**

Introduction to Chinese Culture

### **Extrdepartmental 141 (2)**

China on Film

### **Extrdepartmental 241 (2)\***

Chinese Poetry and Drama in Translation

### **Extrdepartmental 242 (2)\***

Chinese Fiction in Translation

### **History 150 (1) e**

China in Outside Perspective

### **History 275 (1)**

Late Imperial Chinese History

### **History 276 (2)**

China in Revolution

### **History 345 (1)**

Seminar. Chinese History

### **History 346 (2)**

Seminar. Chinese History

### **Political Science 300 (2)**

Politics of East Asia

### **Religion 108 (1) (2)**

Introduction to Asian Religions

### **Religion 253 (2)\***

Buddhist Thought and Practice

### **Religion 254 (1)\***

Chinese Thought and Religion

### **Religion 304 (1)\***

Seminar. Zen Buddhism

### **Religion 305 (2)**

Seminar. Religion and Asian Literature

## Classical Civilization

Director: Lefkowitz

Students who wish a classical civilization major can plan with the Departments of Greek and Latin an appropriate sequence of courses, which should include work in art, history, philosophy, and literature. Such a program should always contain at least four units in the original language. Basic knowledge of French or German is recommended.

The selections listed below are available for majors in classical civilization during 1981-82.

Greek: All courses in the original. Latin: All courses in the original.

### **Art 100 (1-2)**

Introductory Course

### **AR 200 (1)\***

Classical Art: Roman Art

**Greek 104 (1)**

Classical Mythology

**Greek 228 (1)**

Reflections on the Search for Alexander

**Greek 252 (2)**

Women in Antiquity

**History 230 (2)**

Greek History from the Bronze Age to the Death of Philip II of Macedon

**History 360 (1)**

Seminar. Roman History

**Philosophy 101 (1) (2)**

Plato's Dialogues As an Introduction to Philosophy

**Philosophy 312 (1)\***

Aristotle

**Religion 104 (1) (2)**

Introduction to the Hebrew Bible

**Religion 105 (1) (2)**

Introduction to the New Testament

**Religion 201 (1)**

Jesus of Nazareth

**Religion 203 (2)\***

The Ancient Near East: An Introduction

**Religion 207 (1)**

New Testament Greek

## Classical and Near Eastern Archaeology

Director: Marvin

The purpose of a major in classical and Near Eastern archaeology is to acquaint the student with the complex societies of the Old World in antiquity.

The program for each student will be planned individually from courses in the Departments of Anthropology, Art, Greek, History, Latin, Philosophy, and Religion as well as from the architecture and anthropology programs at MIT. Certain courses in statistical methods, geology, and chemistry are also useful. The introductory course in archaeology (Anthropology 106) or its equivalent is required for all archaeology majors.

Students who concentrate in classical archaeology must normally have at least an elementary knowledge of both Greek and Latin. Students who concentrate on the ancient Near East must have knowledge of one ancient Near Eastern language and have taken Anthropology 344 which details the emergence of early urban societies, and Religion 203 which traces their later history.

Students should plan for at least one summer of excavation and travel. Scholarship aid for this travel is available from the Stecher Fund for qualified students. See p. 37.

## French Studies

The major in French Studies offers students the opportunity to achieve oral and written linguistic competence, a good knowledge of France through study of its history, literature, arts and thought, and an understanding of contemporary French society.

Students will have further advantage of working closely with two advisors, one from French and one from another area of study, to devise and focus their programs. Programs are subject to the approval of the director.

Requirements: For the major, at least four units in French above the Grade I level are required. Of these, at least one shall be at the Grade III level, and at least one chosen from among the following: French 222, 308, or 309. All courses above French 102 may be counted toward the major in French Studies, except that both French 121-122 and 141-142 or both French 206 and 226 may not be counted.

For the major in French studies, two or more courses shall be elected from the following:

**Art 202 (1)**

Medieval Art

**Art 203 (2)**

Cathedrals and Castles of the High Middle Ages

**Art 219 (1)**

Painting and Sculpture of the Nineteenth Century

**Art 305 (2)**

History of Photography

**Art 312 (2)**

Problems in Nineteenth- and Early Twentieth-Century Art



**Extrdepartmental 220 (1)**

Proust and the Modern French Novel

**Extrdepartmental 237 (2)**

History and Structure of the Romance Languages

**Extrdepartment 331 (2)**

Seminar. The Theatre Since 1945

**Extrdepartmental 349 (2)**

Studies in Culture and Criticism

**History 242 (1)**

The Age of Louis XIV in France

**History 243 (2)**

The Enlightenment, the French Revolution, and Napoleon

**History 245 (2)**

History of Modern France, 1815-present

**Music 251 (2)**

Music in the Middle Ages

**Music 252 (2)**

Music in the Renaissance

At the discretion of the director, after consultation with the course instructor, other courses may be approved, such as: Art 216, European Art from the Renaissance through the 19th Century; Art 224, Modern Art; Art 228, Scientific Revolution; Philosophy 223, Phenomenology and Existentialism; Political Science 205, Politics of Western Europe; Extrdepartmental 130, Comparative Literature; Extrdepartmental 333, Comparative Literature.

## Italian Culture

Director: Jacoff

The major in Italian culture offers students the opportunity of becoming proficient in the language and of acquiring knowledge and understanding of Italy through the study of its art, history, literature, music, and thought.

The program for each student will be planned on an individual basis and is subject to the approval of the director. At least four units in Italian above the Grade I level, one of which shall be of Grade III level, must be included in the program.

The following courses are available for majors in Italian culture:

**Art 220 (1)**

Painting and Sculpture of the Later Sixteenth and Seventeenth Centuries in Southern Europe

**Art 250 (1)\***

From Giotto to the Art of the Courts

**Art 251 (2)**

Italian Renaissance Art

**Art 254 (1)\***

Art of the City: Medieval, Renaissance, and Baroque

**Art 304 (2)\***

Problems in Italian Sculpture

**Art 309 (1)\***

Renaissance and Baroque Architecture

**Art 330 (2)**

Seminar. Italian Art

**Extrdepartmental 211 (1-2)\***

Dante (in English)

**Extrdepartmental 245 (2)\***

Films and the Novel in Italy

**Extrdepartmental 249 (2)**

History of Italian Culture (in English)

**History 233 (1)**

Renaissance Italy

**Italian 202 (1)**

Intermediate Italian I

**Italian 203 (2)**

Intermediate Italian II

**Italian 207 (1)**

An Introduction to Italian Literature and Culture of the late Middle Ages and the Renaissance

**Italian 208 (2)**

An Introduction to Italian Literature and Culture of the Nineteenth and Twentieth Centuries

**Italian 212 (2)\***

Literature of the Italian Renaissance (in English)

**Italian 214 (2)**

Machiavelli (in English)

**Italian 302 (1)\***

The Theatre in Italy

**Italian 303 (1)\***

The Short Story in Italy Through the Ages

**Italian 308 (2)**

The Contemporary Novel

**Italian 310 (1)\***

Italian Lyric Poetry

**Italian 312 (1)**

Chivalric Literature of the Italian Renaissance

**Italian 349 (2)**

Seminar. Literature and Society

**Music 208 (2)\***

The Baroque Era

**Music 252 (2)\***

Music in the Renaissance

**Music 303 (1)**

The Middle Ages and the Renaissance

**Music 307 (1)\***

The Opera

## Medieval/Renaissance Studies

Director: Cox, Fergusson

The major in medieval/renaissance studies enables students to explore the infinite richness and variety of Western civilization from later Greco-Roman times to the Age of the Renaissance and Reformation, as reflected in art, history, music, literature, and language.

Numerous opportunities for study abroad exist for those who wish to broaden their experience and supplement research skills through direct contact with European and Mediterranean culture. Majors who are contemplating postgraduate academic or professional careers should consult faculty advisors, who will assist them in planning a

sequence of courses that will provide them with a sound background in the linguistic and critical techniques essential to further work in their chosen fields. Individual interests and needs can be accommodated through independent study projects carried out under the supervision of one or more faculty members and designed to supplement, or substitute for, advanced seminar-level work. Art 330 is the seminar recommended for majors in medieval/renaissance studies in 1981-82. Among the courses available for majors and prospective majors are:

**Art 100 (1)**

Introductory Course

**Art 202 (1)**

Medieval Art

**Art 203 (2)**

Cathedrals and Castles of the High Middle Ages

**Art 215 (1)**

European Art to the Renaissance

**Art 250 (1)\***

From Giotto to the Art of the Courts

**Art 251 (2)**

Italian Renaissance Art

**Art 254 (1)\***

Art of the City: Medieval, Renaissance, and Baroque

**Art 304 (2)\***

Problems in Italian Sculpture

**Art 309 (1)\***

Renaissance and Baroque Architecture

**Art 311 (1)\***

Northern European Painting and Printmaking

**Art 330 (2)**

Seminar. Italian Art

**Art 332 (2)\***

Seminar. Medieval Art

**English 112 (1) (2)**

Shakespeare

**English 150 (1) d**

Cynthia's Revels

**English 211 (1)\***

Medieval Literature

**English 213 (1)**

Chaucer

**English 222 (1)**

Renaissance Literature

**English 282 (2)\***

Tragedy

**English 313 (2)\***

Advanced Studies in Chaucer

**English 323 (1)**

Advanced Studies in Shakespeare I

**English 324 (2)**

Advanced Studies in Shakespeare II

**Extrdepartmental 211 (1-2)**

Dante (in English)

**Extrdepartmental 247 (2)**

Arthurian Legends

**French 212 (1)**

Medieval French Literature I

**French 300 (2)\***

French Literature of the Renaissance

**French 312 (1)**

Medieval French Literature II

**German 202 (1)**

Introduction to German Literature

**German 225 (2)**

Clashing Myths in German Culture (in English)

**Greek 328 (2)\***

Problems in Ancient History and  
Historiography

**History 100 (1) (2)**

Medieval and Early Modern European History

**History 150 (2) d**

Henry VIII: Wives and Policy

**History 150 (2) h**

Richard The Lion-Hearted in History and  
Legend

**History 230 (2)\***

Greek History from the Bronze Age to the  
Death of Philip II of Macedon

**History 231 (1)\***

History of Rome

**History 232 (2)**

The Medieval World, 1000 to 1300

**History 233 (1)**

Renaissance Italy

**History 234 (1)**

The Renaissance and Reformation in Western  
Europe

**History 235 (2)**

Medieval and Early Modern European  
Intellectual History, 400 to 1600

**History 238 (1)**

English History: 1066 and All That

**History 239 (2)**

English History: Tudors and Stuarts

**History 258 (2)**

Science and Medicine from the Middle Ages  
to the Scientific Revolution

**History 367 (2)**

Seminar. Renaissance Florence

**Italian 207 (1)**

An Introduction to Italian Literature and  
Culture of the Late Middle Ages and the  
Renaissance

**Italian 301 (1-2)**

Dante

**Latin 207 (2)**

Medieval Latin

**Music 251 (2)\***

Music in the Middle Ages

**Music 252 (2)\***

Music in the Renaissance

**Music 303 (1)**

The Middle Ages and the Renaissance

**Political Science 240 (1)**

Classical and Medieval Political Theory

**Religion 216 (1)\***

History of Christian Thought: 100-1400

**Religion 242 (2)**

Christianity in the Arts

**Spanish 206 (1)**

Landmarks of Spanish Literature I

**Spanish 302 (2)\***

Cervantes

## Molecular Biology

Director: Levy

The Departments of Biological Sciences and Chemistry offer an interdepartmental major in molecular biology which gives opportunity for advanced study of the chemistry of biological systems.

In addition to two units of biochemistry (323 and 324 or [221] and [326]), the area of concentration consists of four units of chemistry which must include 211 and 231; five units of biology (110 or [101], 111 or [100], 200, 205, and one Grade III unit with a scheduled laboratory taken at Wellesley excluding 350 or 370); Physics 104, 105, or 110; and Mathematics 116 [111] or the equivalent. Students should be sure to satisfy the prerequisites for the Grade III biology course.

## Psychobiology

Directors: Koff, Eichenbaum

The Departments of Psychology and Biological Sciences offer an interdepartmental major in psychobiology which provides opportunity for interdisciplinary study of the biological bases of behavior.

A major in psychobiology must include Psychology 101 and 205, Biology 110 and 111, and Psychobiology 213, and either Psychology 214R or Biology 214. In addition, majors must elect at least one Grade II course from each department, and two relevant Grade III courses from either department, or their equivalents, subject to approval by the directors of the program.

It is recommended that students plan a program in which the core sequence (first six courses) be completed as early in the program as possible, and no later than the end of the junior year.

## Individual Majors

Students who are interested in interdisciplinary work may design an individual major, in consultation with two faculty advisors. The program for the individual major is subject to the approval of the Committee on Curriculum and Instruction. In setting up guidelines for the individual major, committee hopes to extend the possibility for a major which crosses traditional departmental lines to those students who could most benefit from such a major and to assure suitable guidance to the student in selecting appropriate courses for the major. The program for the individual major should include four units in one department above the Grade I level, and two Grade III units.

The majors and suggested courses listed below are representative of the more established programs.

## East Asian Studies

Directors: Cohen, Lin

A student who is interested in an East Asian Studies major may take a minimum of Chinese language work or none; and may check Chinese Studies Interdepartmental major for suggested course list and add courses as follows:

### Art 249 (2)

Far Eastern Art

### History 271 (2)

Japanese History

### Religion 255 (2)\*

Japanese Religion and Culture

### Religion 260 (2)

Eastern Spirituality in the West

### Religion 303 (1)

Asian Mysticism



## Language Studies

Director: Levitt

The major in language studies offers students who are interested in the field of linguistics the opportunity for interdisciplinary study of questions relating to the structure, history, philosophy, sociology and psychology of language.

The program for each student will be individually planned and subject to the approval of both advisors and director. Four courses in one department above the Grade I level and two Grade III units are required.

Students are urged to consult the MIT catalogue for additional offerings for the major. Courses given by the visiting Luce Professor may also be relevant.

The following courses are available in language studies:

### **English 381 (1)**

The English Language

### **Extrdepartmental 114 (1)**

Introduction to Linguistics

### **Extrdepartmental 237 (2)\***

History and Structure of the Romance Languages

### **Extrdepartmental 238 (2)\***

Linguistic Analysis of Social and Literary Expression

### **French 308 (1)**

Advanced Studies in Language I

### **French 309 (2)**

Advanced Studies in Language II

### **Philosophy 304 (2)**

The Theory and Practice of Metaphor

### **Philosophy 335 (1)**

Theory of Meaning

### **Psychology 216 (2)**

Psycholinguistics

### **Russian 249 (1)\***

Language

## Theatre Studies

Director: Barstow

The major in theatre studies offers opportunity for study of the theatre through its history, literature, criticism, and related arts and through the disciplines of its practitioners; playwrights, directors, designers, actors, and producers.

The student's program in the major may be adapted to individual interests. Focus may be on the theatre and a national dramatic literature, on the theatre and related arts, or, within the general demands of the curriculum, a variety of emphases may be evolved, including work in such areas as philosophy, history, psychology, sociology, and religion.

Theatre Studies 203 and both semesters of Theatre Studies 210 are required for the major. At least four units above Grade I normally should be elected in a literature department (English, French, German, Greek and Latin, Italian, Russian, or Spanish), with emphasis on dramatic literature. At least two units above Grade I normally should be elected in art or music. Two of the six units thus specified (or their equivalents) must be Grade III.

Students electing to design a major in theatre studies normally will take at least one resident semester of concentrated work in the discipline either with the National Theater Institute at the Eugene O'Neill Theater Center in Waterford, Connecticut, or at another institution in the Twelve College Exchange Program, to supplement and enrich their work at Wellesley.

Since developments in the theatre arts are the results of stage experiments, and because the theatre performance is an expression of theatre scholarship, it is expected that theatre studies majors will elect to complement formal study of theatre history and theory with practical experience in the extracurricular production program of the Wellesley College Theatre.

In addition to the offerings of the Theatre Studies Department, the following courses are specifically relevant to the individual major in theatre studies:

### **Chinese 316 (2)**

Seminar. Chinese Literature in the Twentieth Century

### **English 112 (1) (2)**

Shakespeare

**English 127 (1) (2)**

Modern Drama

**English 150 (2) e**

The American Dream: The Idea of Success in America

**English 282 (2)\***

Tragedy

**English 323 (1)**

Advanced Studies in Shakespeare I

**English 324 (2)**

Advanced Studies in Shakespeare II

**Extrdepartmental 331 (2)**

Seminar. The Theatre since 1945

**French 213 (1) (2)**

French Drama in the Twentieth Century

**French 301 (1)**

The French Classical Theatre

**German 210 (2)**

Theatre in Germany

**Greek 203 (2)\***

Greek Drama in Translation

**Greek 302 (2)\***

Aeschylus and Sophocles

**Greek 304 (2)\***

Euripides

**History 236 (1)\***The Emergence of Modern European Culture:  
The Seventeenth and Eighteenth Centuries**Italian 302 (1)\***

The Theatre in Italy

**Music 200 (1-2)**

Design in Music

**Music 307 (1)\***

The Opera

**Philosophy 203 (1)**

Philosophy of Art

The following courses are specifically relevant to the individual design major in theatre studies:

**Art 100 (1-2)**

Introductory Course

**Art 105 (1) (2)**

Drawing I

**Art 108 (1) (2)**

Photography I

**Art 209 (1-2)**

Basic Design

**Art 210 (1)**

Color

Majors taking Design for the Theatre (206) are encouraged to take Art 100 and one or more of the following, before taking 206: Art 105, 108, 209, 210.

## Urban Studies

Director: Case

A major in urban studies may be designed by students in consultation with two faculty advisors, representing different departments. *Each program is subject to the approval of the Committee on Curriculum and Instruction.*

The program should include a minimum of four units in one department above the Grade I level. Moreover, at least two of those units must be at the advanced (Grade III) level. This concentration is to provide majors with a sound disciplinary background and to equip them for further academic or professional work. Such concentration usually occurs within the Departments of Anthropology, Art, Black Studies, Economics, History, Political Science, Psychology, or Sociology.

Students should note carefully the course prerequisites set by each department. It is also strongly recommended that majors elect basic methodology courses in their field of concentration (e.g., Economics 211; Political Science 249; Sociology 201, 202 sequence, etc.). This focus will provide techniques and tools of analysis pertinent to a discipline perspective on urban processes and/or policy.

The interdisciplinary approach, based on particular student interests, may emphasize urban problem-solving and public administration, urban design, urban education, or the urban environment. An understanding of the processes which create and sustain urban systems should be at the core of an urban studies major.

Students are also encouraged to apply for experientially based programs such as the Urban Politics Summer Internship, programs sponsored by the Office for Careers, and to elect Political Science 318 (Field Research Seminar in Public Policy) and Sociology 329 (Internship Seminar in Organizations). Additional opportunities for courses and field work are available through MIT cross-registration.

## Women's Studies

Directors: Gouda, Janik, Ward

Faculty Advisors: Amott (Economics), Anderson-Khleif (Sociology), Ben-Ur (Spanish), Berger (Sociology), Brown (Physics), Campbell (Mathematics), Clinchy (Psychology), Darling (Black Studies), Friedman (Art), Gouda (History), Hules (French), Janik (Philosophy), Jones (History), Koff (Psychology), Lefkowitz (Greek and Latin), Magraw (Physical Education), Merry (Anthropology), Roberts (Computer Science), Robinson (History), Schechter (Political Science), Schiavo (Psychology), Silbey (Sociology), Solomon (Psychology), Van Dyke (English), Ward (German).

A major in women's studies offers the opportunity for the interdisciplinary study of women's experience as it is reflected in history, the humanities and social sciences. An understanding of the new intellectual frameworks contributing to a reevaluation of the models and theories which have conditioned thought about women and men should be at the core of the women's studies major.

Beginning with the Class of 1983, a major in Women's Studies must include Extradepartmental 120, Introduction to Women's Studies, and at least one of the following: Extradepartmental 222, Women in Contemporary Society, Philosophy 227, Feminism, Anti-Feminism and Philosophy, or Black Studies 230, Black and Third World Women. In addition the program should include a concentration in one department: four units above the Grade I level and two units of the major at the advanced level (Grade III). These may include individual study in 350 or 370 courses. It is strongly recommended that majors elect basic method and theory courses in their field of concentration.

Students design their programs in consultation with two faculty advisors, one of whom should be from the department of concentration. The directors are available for preliminary consultation and referral to the other faculty advisors.

The following courses are available in women's studies. Other courses are available each semester through cross-registration with MIT.

**Anthropology 269 (1)**

Sex Roles, Marriage, and the Family

**Art 233 (1)**

Domestic Architecture and Daily Life

**Black Studies 217 (1)**

Sociology of the Black Family

**Black Studies 222 (1)**

Images of Blacks and Women in American Cinema

**Black Studies 230 (2)**

Black and Third World Women

**Economics 243 (2)**

Issues in Social Policy: The Sexual Division of Labor

**Education 206 (1)**

Women, Education and Work

**Education 312 (2)**

Seminar. History of Child Rearing and the Family

**English 150 (1) a**

Cynthia's Revels

**English 150 (1) d**

American Women Writers of the Short Story

**English 150 (2) b**

Women on Women: Female Portraits of a Lady

**English 203 (1) (2)**

Short Narrative

**English 301 (1)**

The Short Story

**Extrdepartmental 120 (1)**

Introduction to Women's Studies

**Extrdepartmental 222 (2)**

Women in Contemporary Society

**Extrdepartmental 238 (2)**

Linguistic Analysis of Social and Literary Expression

**French 304 (1)**

The French Novel in the Eighteenth Century

**French 319 (2)**

Women and Literary Expression.  
Transgression and Transcendence: Modern French Women Writers

**German 208 (2)**

Literature since 1945: Women and Women Authors in the Two Germanies

**Greek 252 (2)**

Women in Antiquity

**History 150 (2) d**

Henry VIII: wives and policy

**History 257 (2)**

Women in American History

**History 332 (1)**

Seminar. The "Woman Question" in Victorian England

**History 348 (1)**

Seminar. Women, Work and the Family in European History, 1700 - Present

**Philosophy 227 (2)**

Feminism, Anti-Feminism and Philosophy

**Political Science 335 (2)**

Seminar. Law and Social Change

**Psychology 303 (2)**

The Psychological Implications of Being Female

**Psychology 317 (1)**

Seminar. Psychological Development in Adults

**Psychology 325 (1)**

Seminar. History of Psychology

**Sociology 111 (1)**

Family Sociology

**Sociology 311 (2)**

Seminar. Family Studies

**Spanish 211 (2)**

Living Women Writers of Spain, 1970-1981





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New York, New York

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Wellesley, Massachusetts

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M.A., Ph.D., Columbia University

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M.A., Indiana University

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M.A., Princeton University

Instructor in Psychology

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Ph.D., University of California (Berkeley)

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Ph.D., Boston College

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A.M., Ph.D., Harvard University

Assistant Professor of Sociology

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Ph.D., Harvard University

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A.M., Radcliffe College;  
Ph.D., Columbia University

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**Louis W. Arnold<sup>3</sup>**

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B.A., Oberlin College;  
M.A., Ph.D., Columbia University

Professor of History

**Jane R. Baier<sup>3</sup>**

B.A., Mount Holyoke College;  
M.A., Ph.D., University of Wisconsin

Assistant Professor of French

**Robert Barnes<sup>3</sup>**

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B.A., Williams College;  
M.F.A., Yale University

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B.A., Wheaton College;  
M.Ed., Framingham State College;  
Ed.D., Boston University

Associate Professor of Physical Education  
and Athletics

**Sandra R. Baum**

B.A., Bryn Mawr College;  
M.A., M.Phil., Columbia University

Instructor in Economics

**Connie Lynn Bauman**

B.S., Illinois State University;  
M.S., Arizona State University

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and Athletics  
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**Barbara R. Beatty<sup>3</sup>**

A.B., Radcliffe College;  
Ed.M., Harvard University

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B.A., M.S., Ph.D., University of Connecticut  
Assistant Professor of Mathematics

**Carolyn Shaw Bell**

B.A., Mount Holyoke College;  
Ph.D., London University  
Katharine Coman Professor of Economics

**Priscilla Benson<sup>3</sup>**

B.A., Smith College;  
M.S., Massachusetts Institute of Technology  
Laboratory Instructor in Physics

**Lorraine Elena Ben-Ur**

B.A., Mount Holyoke College;  
A.M., Ph.D., Harvard University  
Associate Professor of Spanish

**Brigitte Berger**

M.A., Ph.D., The New School of Social  
Research  
Professor of Sociology

**James R. Besancon**

B.S., Yale University;  
Ph.D., Massachusetts Institute of Technology  
Assistant Professor of Geology

**Frank Bidart**

B.A., University of California (Riverside);  
A.M., Harvard University  
Associate Professor of English

**D. Scott Birney\***

B.S., Yale University;  
M.A., Ph.D., Georgetown University  
Professor of Astronomy

**Ella P. Bones**

B.A., Cornell University;  
A.M., Radcliffe College;  
Ph.D., Harvard University  
Professor of Russian

**Michael Bourdeaux<sup>3</sup>**

B.A., M.A., St. Edmund Hall, Oxford;  
B.D., Oxford University  
Kathryn W. Davis Visiting Professor  
in Slavic Studies

**Sheila Brachfeld**

B.A., Tufts University;  
Ed.M., Boston University  
Instructor in Psychology

**Barbara Miriam Brenzel\***

B.A., University of Toronto;  
Ed.M., Ed.D., Harvard University  
Assistant Professor of Education

**Martin Alan Brody**

B.A., Amherst College;  
M.M., M.M.A., Yale University  
Assistant Professor of Music

**Judith Claire Brown**

B.A., Rice University;  
Ph.D., University of California (Berkeley)  
Professor of Physics

**Barry Leonard Bull**

B.A., Yale College;  
M.A., University of Virginia;  
M.A.T., University of Idaho;  
Ph.D., Cornell University  
Assistant Professor of Education

**William E. Cain**

B.A., Tufts University;  
M.A., Ph.D., Johns Hopkins University  
Associate Professor of English

**Molly S. Campbell<sup>3</sup>**

B.A., Wellesley College;  
A.M., Harvard University  
Lecturer in Mathematics  
Class Dean

**Margaret Deutsch Carroll\***

B.A., Barnard College;  
A.M., Ph.D., Harvard University  
Assistant Professor of Art

**Karl E. Case**

A.B., Miami University;  
A.M., Ph.D., Harvard University  
Associate Professor of Economics

**Andrew Cayton<sup>3</sup>**

B.A., University of Virginia;  
M.A., Ph.D., Brown University  
Assistant Professor of History

**Maud H. Chaplin**

B.A., Wellesley College;  
M.A., Ph.D., Brandeis University  
Professor of Philosophy  
Dean of the College

**Jonathan Cheek**

B.A., George Washington University;  
M.A., University of Texas (Austin)  
Instructor in Psychology

**Pamela Chester**

B.A., Wellesley College  
A.M., Harvard University  
Instructor in Russian

**Mary Jane Ciccarello**

B.A., Barnard College;  
M.A., Columbia University  
Instructor in Italian

**Nancy Cirillo<sup>3</sup>**

Instructor in Violin  
Director of Chamber Music Society

**Anne de Coursey Clapp\***

B.A., Smith College;  
M.F.A., Yale University;  
A.M., Ph.D., Harvard University  
Associate Professor of Art

**Suzanne Cleverdon<sup>3</sup>**

Instructor in Harpsichord

**Blythe McVicker Clinchy**

B.A., Smith College;  
M.A., New School for Social Research;  
Ph.D., Harvard University  
Associate Professor of Psychology  
Director, Child Study Center

**Barbara J. Cochran\***

B.S., M.Ed., Pennsylvania State University;  
Ed.D., Boston University  
Assistant Professor of Physical Education  
and Athletics

**Paul A. Cohen**

B.A., University of Chicago;  
A.M., Ph.D., Harvard University  
Edith Stix Wasserman Professor of Asian  
Studies

**Phyllis Cole<sup>3</sup>**

B.A., Oberlin University;  
A.M., Ph.D., Harvard University  
Assistant Professor of English

**Ann Conglaton**

B.A., Wellesley College;  
M.A., Ph.D., Yale University  
Professor of Philosophy

**Edith Cook**

A.B., Wheaton College;  
M.A., Ph.D., University of Rochester  
Assistant Professor of Mathematics

**Betsy Cooper**

B.S., Ed.M., Boston University  
Instructor in Physical Education and Athletics

**Christine D. Cooper**

B.A., M.A., Wellesley College  
Laboratory Instructor in Biological  
Sciences

**David B. Cope<sup>3</sup>**

S.B., S.M., Massachusetts Institute of  
Technology  
Laboratory Instructor in Physics

**Eugene Lionel Cox**

B.A., College of Wooster;  
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B.A., Mount Holyoke College;  
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Ph.D., University of Illinois  
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**Jacqueline Penez Criscenti<sup>3</sup>**

A.B., Regis College;  
Sc.M., Brown University;  
Ph.D., University of Minnesota  
Assistant Professor of Mathematics

**Michael Crook<sup>3</sup>**

B.Sc., Queen Mary College, London University  
Lecturer in Chinese

**Lee J. Cuba**

B.S., Southern Methodist University;  
M.A., M.Phil., Yale University  
Instructor in Sociology

**Roxanne Dale**

B.A., Slippery Rock State College  
Instructor in Physical Education and  
Athletics

**Marsha J. Darling**

A.A., City University of New York;  
B.A., Vassar College;  
M.A., Duke University  
Lecturer in Black Studies

**Jeanne A. Darlington**

B.A., Knox College;  
M.A., Wellesley College  
Laboratory Instructor in Chemistry

**Judith Davies**

B.A., Scripps College;  
M.F.A., Temple University  
Assistant Professor of Art

**Stanton Davis<sup>3</sup>**

B.M., New England Conservatory of Music  
Lecturer in Music

**Christiane Delessert<sup>3</sup>**

M.A.L.D., Fletcher School of Law and  
Diplomacy;  
Ph.D., Graduate Institute of International  
Studies  
Assistant Professor of Political Science

**Margaret A. Dermody**

A.B., Emmanuel College;  
M.A., Wellesley College  
Laboratory Instructor in Biological  
Sciences

**Louis S. Dickstein**

B.A., Brooklyn College;  
M.S., Ph.D., Yale University  
Professor of Psychology

**Jeffrey Diekema**

B.S., M.A., Central Michigan University  
Instructor in Physical Education and Athletics

**Joel Dorius<sup>3</sup>**

B.A., University of Utah;  
M.A., Ph.D., Harvard University  
Professor of English

**William A. Drew**

B.F.A., M.F.A., Rhode Island School of Design  
Assistant Professor of Art

**Theodore Willam Ducas**

B.A., Yale University;  
Ph.D., Massachusetts Institute of Technology  
Assistant Professor of Physics

**Katherine Dyer**

A.B., Radcliffe College;  
M.Phil., Warburg Institute, University  
of London  
Instructor in History

**Kathleen Edwards**

B.A., M.A., University of Rochester;  
M.S., Ph.D., University of Chicago  
Assistant Professor of Mathematics

**Howard Brook Eichenbaum**

B.S., Ph.D., University of Michigan  
Assistant Professor of Biological  
Sciences

**Dorothy Z. Eister**

B.A., Hood College;  
M.A., Mount Holyoke College  
Research Assistant in Psychology

**Sharon K. Elkins<sup>3/•1</sup>**

B.A., Stetson University;  
M.T.S., Harvard Divinity School;  
Ph.D., Harvard University  
Assistant Professor of Religion

**Mei-Mei Akwai Ellerman<sup>3</sup>**

Lic., University of Geneva;  
M.A., Boston University;  
Ph.D., Harvard University  
Assistant Professor of Italian

**Donald Engels•**

B.A., University of Florida;  
M.A., University of Texas;  
Ph.D., University of Pennsylvania  
Assistant Professor of History and of  
Greek and Latin

**Joan Entmacher<sup>3</sup>**

B.A., Wellesley College;  
J.D., Yale Law School  
Lecturer in Political Science

**Sumru Erkut<sup>3</sup>**

B.S., Middle East Technical University;  
Ph.D., Harvard University  
Assistant Professor of Psychology

**Sylvia L. Evans<sup>3</sup>**

B.A., Stanford University;  
M.A., Occidental College  
Instructor in Black Studies

**Doris Holmes Eyges<sup>3</sup>**

B.A., University of Michigan;  
A.M., Radcliffe College  
Lecturer in English

**Jonathan Fairbanks<sup>3</sup>**

B.F.A., University of Utah;  
M.F.A., University of Pennsylvania;  
M.A., University of Delaware  
Lecturer in Art

**Peter Fergusson**

B.A., Michigan State University;  
A.M., Ph.D., Harvard University  
Professor of Art

**David Ferry**

B.A., Amherst College;  
A.M., Ph.D., Harvard University  
Sophie Chantal Hart Professor of English

**Lorenz J. Finison<sup>3</sup>**

A.B., Wesleyan University;  
Ph.D., Columbia University  
Associate Professor of Psychology

**Philip Finkelpearl**

A.B., Princeton University;  
A.M., Ph.D., Harvard University  
Florence I. Tucker Visiting Professor of  
English

**Charles Fisk<sup>3</sup>**

A.B., Harvard College;  
M.M.A., Yale School of Music  
Lecturer in Music  
Instructor in Piano

**Ellen Fitzpatrick<sup>3</sup>**

B.A., Hampshire College;  
Ph.D., Brandeis University  
Assistant Professor of History

**Owen J. Flanagan, Jr.**

B.A., Fordham University;  
M.A., Ph.D., Boston University  
Assistant Professor of Philosophy

**Phyllis J. Fleming**

B.A., Hanover College;  
M.S., Ph.D., University of Wisconsin  
Sarah Frances Whiting Professor of Physics

**Luigi Fontanella**

Doctorate in Letters, University of Rome;  
Ph.D., Harvard University  
Assistant Professor of Italian

**Susan Ford**

B.A., Connecticut College;  
M.A.T., Brown University  
Instructor in Physical Education and Athletics

**Carlo Roger François**

Lic. en Philosophie et Lettres, Agrégé,  
University of Liège;  
A.M., Ph.D., Harvard University  
Professor of French

**Nan Burks Freeman**

B.A., Smith College;  
M.A., University of Pennsylvania;  
Ph.D., Massachusetts Institute of Technology  
Assistant Professor of Art

**Richard G. French<sup>3</sup>**

B.A., M.Sc., Ph.D., Cornell University  
Assistant Professor of Astronomy

**Alice T. Friedman**

A.B., Radcliffe College;  
M.Phil., University of London;  
Ph.D., Harvard University  
Assistant Professor of Art

**Robert Dean Frye**

A.B., M.A., Ph.D., University of Illinois  
Assistant Professor of French

**Laurel Furumoto**

B.A., University of Illinois;  
M.A., Ohio State University;  
Ph.D., Harvard University  
Professor of Psychology

**Ann Gabhart<sup>3</sup>**

B.A., Wellesley College;  
A.M., Harvard University  
Lecturer in Art  
Director, Wellesley College Museum

**René Galand**

Lic.-es-Lettres, University of Rennes;  
Ph.D., Yale University  
Professor of French

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B.A., Muhlenberg College;  
A.M., Ph.D., Harvard University  
Katharine Lee Bates Professor of English

**Elena Gascón-Vera**

Lic., University of Madrid;  
M.Phil., Ph.D., Yale University  
Associate Professor of Spanish

**Katherine Allston Geffcken•<sup>1</sup>**

B.A., Agnes Scott College;  
M.A., Ph.D., Bryn Mawr College  
Professor of Greek and Latin



**Barbara Geller<sup>3</sup>**

B.A., Princeton University;  
M.A., Duke University

Instructor in Religion

**Anne Gillain**

Licence de Lettres Classiques, Sorbonne,  
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Assistant Professor of History

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A.B., Bates College;  
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Lecturer in Economics

**James Howard Grant**

B.S., Grand Valley State College;  
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Assistant Professor of Economics

**Michel Grimaud**

B.A., M.A., University of Aix-en-Provence;  
M.A., Ph.D., University of Wisconsin

Assistant Professor of French

**Arlene Grossman<sup>3</sup>**

B.F.A., M.F.A., Boston University  
School of Fine Arts

Instructor in Art

**Vachik Hacopian**

B.A., University of California;  
M.S., University of Massachusetts

Laboratory Instructor in Biological  
Sciences

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B.A., Mount Holyoke College;  
M.S., Ph.D., University of Hawaii

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A.B., Earlham College

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A.B., Smith College

Laboratory Instructor in Biological  
Sciences

**Jyoti LaPeer Hansa<sup>3</sup>**

Instructor in Physical Education  
and Athletics

**Thomas S. Hansen**

B.A., M.A., Tufts University;  
Ph.D., Harvard University

Assistant Professor of German

**Anne Harlan<sup>3</sup>**

B.A., University of Houston;  
M.A., Ph.D., Ohio State University

Associate Professor of Psychology

**Barbara Leah Harman**

B.A., Tufts University;  
M.A., Ph.D., Brandeis University

Assistant Professor of English

**Gary C. Harris**

B.S., Bates College;  
M.S., Ph.D., University of Massachusetts

Assistant Professor of Biological  
Sciences

**Adrienne Hartzell<sup>3</sup>**

B.Mus., New England Conservatory of  
Music

Instructor in Viola da Gamba

**Bunny Harvey**

B.F.A., M.F.A., Rhode Island School of Design

Assistant Professor of Art

**Michael J. Hearn**

B.A., Rutgers College;  
M.S., M.Phil., Ph.D., Yale University

Assistant Professor of Chemistry

**Nancy Heer<sup>3</sup>**

B.A., Syracuse University;  
A.M., Radcliffe College;  
Ph.D., Harvard University

Visiting Professor of Political  
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**David A. Hendricks**

B.S., University of Toledo;  
M.A., Bowling Green State University;  
Ph.D., University of California (Berkeley)

Assistant Professor of Biological  
Sciences

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B.A., M.A., Ph.D., Columbia University

Professor of Music  
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B.S., University of Maine;  
Ph.D., Indiana University

Professor of Chemistry

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B.S., Marquette University;  
Ph.D., University of California (Berkeley)

Assistant Professor of Biological  
Sciences

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B.S., Brooklyn College of CUNY;  
Ph.D., Massachusetts Institute of Technology

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Ph.B., University of Chicago;  
Ph.D., Federated Theological Faculty  
Oriental Institute

Visiting Professor of Religion

**Ann Chandler Howell**

B.A., M.A., Ph.D., Temple University

Assistant Professor of Black Studies

**Virginia Thorndike Hules\*<sup>1</sup>**

B.A., Wellesley College;  
A.M., Ph.D., Harvard University

Assistant Professor of French

**Jonathan Imber**

B.A., Brandeis University;  
M.A., Ph.D., University of Pennsylvania

Assistant Professor of Sociology

**Weldon Jackson\***

B.A., Morehouse College;  
Ph.D., Harvard University

Assistant Professor of Black Studies

**Rachel Jacoff\***

B.A., Cornell University;  
A.M., M.Phil., Harvard University;  
Ph.D., Yale University

Assistant Professor of Italian

**Owen Hughes Jander**

B.A., University of Virginia;  
A.M., Ph.D., Harvard University

Catherine Mills Davis Professor of Music

**Linda Gardiner Janik**

B.A., University of Sussex;  
M.A., Ph.D., Brandeis University

Assistant Professor of Philosophy

**Eugenia Parry Janis**

B.A., University of Michigan;  
A.M., Ph.D., Harvard University

Professor of Art

**Nancy Olga Jannik<sup>3</sup>**

B.S., College of William and Mary;  
M.S., Rutgers University

Instructor in Geology

**Roger A. Johnson\*<sup>2</sup>**

B.A., Northwestern University;  
B.D., Yale University;  
Ph.D., Harvard University

Professor of Religion

**Jacqueline Jones**

B.A., University of Delaware;  
M.A., Ph.D., University of Wisconsin

Associate Professor of History

**Saj-nicole Joni**

B.A., M.A., Ph.D., University of  
California (San Diego)

Assistant Professor of Computer Science  
and Mathematics

**William Joseph**

B.A., Cornell University;  
M.A., Ph.D., Stanford University

Assistant Professor of Political Science

**Marion R. Just**

B.A., Barnard College;  
M.A., Johns Hopkins University;  
Ph.D., Columbia University

Associate Professor of Political Science

**Stephen B. Kahl**

B.S., Duke University;  
Ph.D., Indiana University

Assistant Professor of Chemistry

**Martin Karnett**

B.S., State University of New York  
(Stony Brook);  
M.S., M.Phil., Yale University

Instructor in Chemistry

**Laurie Katz<sup>3</sup>**

Instructor in Physical Education and Athletics

**W. Michael Keane<sup>3</sup>**

B.S., Trinity College;  
M.A., Columbia University;  
Ph.D., City University of New York  
Assistant Professor of Psychology

**Nannerl O. Keohane**

B.A., Wellesley College;  
M.A., Oxford University;  
Ph.D., Yale University  
Professor of Political Science  
President

**Arjo Klamer**

M.A., University of Amsterdam  
Instructor in Economics

**Jonathan B. Knudsen**

B.A., Michigan State University;  
Ph.D., University of California (Berkeley)  
Assistant Professor of History

**T. James Kodera**

B.A., Carleton College;  
M.A., M.Phil., Ph.D., Columbia University  
Associate Professor of Religion

**Elissa Koff**

B.S., Queens College, CUNY;  
M.S., Ph.D., Tufts University  
Assistant Professor of Psychology

**Philip L. Kohl**

B.A., Columbia University;  
A.M., Ph.D., Harvard University  
Assistant Professor of Anthropology

**Nancy Harrison Kolodny**

B.A., Wellesley College;  
Ph.D., Massachusetts Institute of Technology  
Associate Professor of Chemistry

**Joel Krieger**

B.A., Yale College;  
Ph.D., Harvard University  
Assistant Professor of Political Science

**Christopher Krueger<sup>3</sup>**

B.Music, New England Conservatory of Music  
Instructor in Flute  
Director of Performance Workshop

**James Leslie Ladewig**

B.M., Northwestern University;  
M.A., Ph.D., University of California (Berkeley)  
Assistant Professor of Music

**Yuan-Chu Ruby Lam**

A.B., A.M., Ph.D., Harvard University  
Assistant Professor of Chinese

**Vaughan Langman<sup>•2</sup>**

B.Sc., Colorado State University;  
M.Sc., University of the Pacific;  
Ph.D., University of Alaska  
Assistant Professor of Biological  
Sciences

**Vivian Susan Klein Lawrence**

B.A., Cornell University;  
M.S., Ph.D., University of Washington  
Assistant Professor of Mathematics

**Beverly Joseph Layman<sup>•</sup>**

B.A., Roanoke College;  
M.A., University of Virginia;  
A.M., Ph.D., Harvard University  
Professor of English

**Mary Rosenthal Lefkowitz**

B.A., Wellesley College;  
A.M., Ph.D., Radcliffe College  
Andrew W. Mellon Professor in the Humanities

**Eric Levenson<sup>3</sup>**

A.B., Harvard College;  
M.F.A., Brandeis University  
Lecturer in Theatre Studies  
Design Director, Wellesley College Theatre

**Jon D. Levenson**

A.B., Ph.D., Harvard University  
Assistant Professor of Religion

**Andrea Gayle Levitt**

B.A., Wellesley College;  
M.A., M.Phil., Ph.D., Yale University  
Assistant Professor of Linguistics and  
of French

**Judith T. Levy**

A.B., Goucher College;  
Ph.D., Johns Hopkins University  
Associate Professor of Chemistry

**Nancy Ruth Levy<sup>3</sup>**

B.A., M.A., American University  
Instructor in Spanish

**Jeremy Lewis**

B.A., Keble College, Oxford University  
Instructor in Political Science

**Mark H. Leymaster<sup>3</sup>**

B.A., Princeton University;  
J.D., Yale Law School  
Lecturer in Political Science

**Elizabeth C. Lieberman<sup>3</sup>**

B.A., Wellesley College;  
M.A., Brandeis University  
Laboratory Instructor In Chemistry

**Helen T. Lin**

B.S., National Taiwan University  
Professor of Chinese

**David Lindauer**

B.S., City University of New York  
(City College);  
A.M., Ph.D., Harvard University  
Assistant Professor of Economics

**Eva Linfield<sup>3</sup>**

Instructor in Recorder  
Assistant in Collegium Musicum

**Stephen J. Little<sup>3</sup>**

B.A., M.A., University of Kansas  
(Lawrence);  
Ph.D., University of California  
(Los Angeles)  
Assistant Professor of Astronomy

**Irene R. Little-Marenin<sup>3</sup>**

B.A., Vassar College;  
M.A., Ph.D., Indiana University  
Assistant Professor of Astronomy

**William W. Liu**

Nankai University;  
B.A., University of Tennessee  
Assistant Professor of Chinese

**James Herbert Loehlin**

B.A., College of Wooster;  
Ph.D., Massachusetts Institute of Technology  
Professor of Chemistry

**Gabriel H. Lovett**

B.A., M.A., Ph.D., New York University  
Professor of Spanish

**Barry Lydgate**

B.A., M.Phil., Ph.D., Yale University  
Associate Professor of French

**Irina Borisova-Morosova Lynch**

A.M., Ph.D., Radcliffe College  
Professor of Russian

**Alasdair MacIntyre**

B.A., Queen Mary College,  
University of London;  
M.A., Manchester University;  
M.A., (Oxon.)  
Henry R. Luce Visiting Professor of  
Philosophy

**Wendy MacNeil<sup>3</sup>**

A.B., Smith College;  
M.A.T., Harvard University  
Assistant Professor of Art

**Martin Andrew Magid•**

B.A., Brown University;  
M.S., Yale University;  
Ph.D., Brown University  
Assistant Professor of Mathematics

**Sukie Magraw**

A.B., Radcliffe College  
Instructor in Physical Education  
and Athletics

**Helen C. Mann**

A.B., Fresno State College;  
M.A., Wellesley College  
Laboratory Instructor in Chemistry

**Annick Mansfield<sup>3</sup>**

A.B., Radcliffe College;  
Ph.D., Columbia University  
Associate Professor of Psychology

**Stephen Anthony Marini<sup>3/•1</sup>**

A.B., Dickinson College;  
Ph.D., Harvard University  
Assistant Professor of Religion

**Elizabeth Marshall**

B.S., St. Lawrence University;  
Ph.D., Dartmouth College  
Assistant Professor of Physics

**Tony Martin**

Barrister-at-Law, Gray's Inn;  
B.Sc., University of Hull;  
M.A., Ph.D., Michigan State University  
Professor of Black Studies

**Miranda Constant Marvin**

B.A., Bryn Mawr College;  
Ph.D., Harvard University  
Associate Professor of Art  
and of Greek and Latin



**Sylvie Mathé•**

Docteur de l'Université de Paris  
Agrégee de l'Université  
Ancienne élève de l'Ecole Normale  
Supérieure de Jeunes Filles  
Paris, France

Assistant Professor of French

**Julie Ann Matthaei•**

B.A., University of Michigan;  
M.A., M.Phil., Ph.D., Yale University

Assistant Professor of Economics

**Cecilia Mattii<sup>3</sup>**

Dott. in Lett., University of Florence  
Instructor in Italian

**Aggrey Mxolisi Mbere**

B.A., Occidental College;  
M.A., Cornell University;  
Ph.D., Harvard University

Assistant Professor of Black Studies

**Florence McCulloch**

B.A., Vassar College;  
M.A., Ph.D., University of North Carolina  
Professor of French

**Louisa McDonald**

B.A., M.A., Ph.D., Stanford University  
Assistant Professor of Art

**Ifeanyi A. Menkiti**

B.A., Pomona College;  
M.S., Columbia University;  
M.A., New York University;  
Ph.D., Harvard University

Associate Professor of Philosophy

**Sally Engle Merry**

B.A., Wellesley College;  
M.A., Yale University;  
Ph.D., Brandeis University

Assistant Professor of Anthropology

**Jean Baker Miller**

B.A., Sarah Lawrence College  
M.D., Columbia University

Professor of Psychology  
Director, Stone Center for  
Developmental Services and Studies

**Linda B. Miller**

A.B., Radcliffe College;  
M.A., Ph.D., Columbia University  
Professor of Political Science

**Vicki E. Mistacco**

B.A., New York University;  
M.A., Middlebury College;  
M.Phil., Ph.D., Yale University  
Associate Professor of French

**Bernard G. Moran<sup>3</sup>**

Instructor in French Horn

**Rodney Morrison**

B.S., M.A., Boston College;  
M.S., Ph.D., University of Wisconsin

William R. Kenan Professor of Economics

**Rose Moss<sup>3</sup>**

B.A., University of the Witwatersrand;  
B.A., (Hons) University of Natal  
Lecturer in English

**Linda S. Moulton**

B.S., Eastern Illinois University;  
M.S., Northeastern University

Assistant Professor of Physical Education  
and Athletics  
Athletic Director

**Barbara F. Muise**

B.A., Bates College;  
M.A., Smith College

Laboratory Instructor in Biological  
Sciences

**Craig Murphy**

B.A., Grinnell College;  
M.A., Ph.D., University of North Carolina  
(Chapel Hill)

Assistant Professor of Political Science

**Len M. Nichols**

B.A., Hendrix College;  
M.A., University of Arkansas;  
M.S., Ph.D., University of Illinois

Assistant Professor of Economics

**Bruce Norton**

B.A., University of Chicago;  
M.S., University of Wisconsin  
Instructor in Economics

**Dimitri Obolensky<sup>3</sup>**

B.A., M.A., Ph.D., Trinity College,  
Cambridge University

Kathryn W. Davis Professor in Slavic Studies

**Hazel F. O'Donnell<sup>3</sup>**

B.Mus., M.Mus., Boston University  
Instructor in Voice

**James F. O'Gorman•**

B.Arch., Washington University;  
M.Arch., University of Illinois (Urbana);  
A.M., Ph.D., Harvard University

Grace Slack McNeil Professor of American Art

**Robert L. Paarlberg•**

B.A., Carleton College;  
Ph.D., Harvard University

Assistant Professor of Political Science

**Louise Came Pappoutsakis<sup>3</sup>**

Instructor in Harp

**Joanne Paul**

B.S., Valparaiso University

Instructor in Physical Education  
and Athletics

**Peggy Pearson<sup>3</sup>**

Instructor in Oboe

**Timothy Walter Hopkins Peltason•**

A.B., Harvard College;  
M.A., Ph.D., Yale University

Assistant Professor of English

**David Burrell Pillemer**

B.A., University of Chicago;  
Ed.D., Harvard University

Assistant Professor of Psychology

**Isabelle C. Plaster<sup>3</sup>**

B.A., Wellesley College;  
M.Mus., New England Conservatory of Music

Instructor in Bassoon and Assistant in  
Chamber Music Society

**Elizabeth Pleck<sup>3</sup>**

B.A., M.A., Ph.D., Brandeis University

Visiting Associate Professor of  
Extradepartmental

**Michael Poliakoff**

B.A., Yale University;  
B.A. (Hon.), Oxford University;  
Ph.D., University of Michigan

Assistant Professor of Greek and Latin

**Robert Polito**

B.A., Boston College;  
M.A., Harvard University

Instructor in English

**Charlotte Carroll Prather**

B.A., Barnard College;  
M.A., M.Phil., Ph.D., Yale University

Assistant Professor of German

**Elinor Preble<sup>3</sup>**

B.Mus., New England Conservatory of Music

Instructor in Flute

**Kathryn Conway Preyer•**

B.A., Goucher College;  
M.A., Ph.D., University of Wisconsin

Professor of History

**Gordon Pritchett<sup>3</sup>**

B.A., Williams College;  
M.A., Ph.D., University of Wisconsin

Associate Professor of Mathematics

**Arlene Zallman Proctor**

Diploma, Juilliard School of Music;  
M.A., University of Pennsylvania

Assistant Professor of Music

**Ruth Anna Putnam**

B.S., Ph.D., University of California  
(Los Angeles)

Professor of Philosophy

**Patrick F. Quinn**

B.A., M.A., University of Wisconsin;  
Ph.D., Columbia University

Professor of English

**Sabine Raffy**

License, Matrise, Doctorat Certificat,  
University of Paris;

Ph.D., New York University

Visiting Assistant Professor of French

**Carlene A. Raper**

B.S., M.S., University of Chicago;  
Ph.D., Harvard University

Assistant Professor of Biological Sciences

**James Rash**

B.A., University of Michigan  
M.A., Ph.D., Princeton University

Assistant Professor of Greek and Latin

**James Wilson Rayen**

B.A., B.F.A., M.F.A., Yale University

Professor of Art

**Gail Reimer**

B.A., Sarah Lawrence College;  
M.A., Rutgers University

Instructor in English

**Joy Renjilian-Burgy**

A.B., Mount Holyoke College;  
A.M., Harvard University

Lecturer in Spanish

**Michele Respaut•**

Faculté des Lettres, Université de  
Montpellier;  
M.A., Assumption College;  
Ph.D., Brown University  
Assistant Professor of French

**Holly Baker Reynolds**

B.A., Rockford College;  
M.A., Ph.D., University of Wisconsin  
Assistant Professor of Religion

**Jennifer Richards**

A.B., Radcliffe College;  
Ph.D., University of California (Berkeley)  
Assistant Professor of Biological  
Sciences

**Jill Rierdan<sup>3</sup>**

B.A., M.A., Ph.D., Clark University  
Lecturer in Psychology

**Eric Roberts**

A.B., S.M., Ph.D., Harvard University  
Assistant Professor of Computer Science  
and Mathematics

**Alice Birmingham Robinson**

B.A., Wellesley College;  
A.M., Ph.D., Radcliffe College  
Professor of History

**Elizabeth Jane Rock•**

B.S., College of Mount St. Vincent;  
M.A., Smith College;  
Ph.D., Pennsylvania State University  
Arthur J. and Nellie Z. Cohen Professor  
of Chemistry

**Jane Roessner<sup>3</sup>**

B.A., Wellesley College;  
Ph.D., Boston College  
Assistant Professor of English

**Stuart Michael Rosenfeld**

B.A., Colby College;  
Ph.D., Brown University  
Assistant Professor of Chemistry

**Lawrence Rosenwald**

B.A., Columbia College;  
M.A., Ph.D., Columbia University  
Assistant Professor of English

**Elias N. Saad**

B.A., M.A., American University of Beirut;  
Ph.D., Northwestern University  
Assistant Professor of History

**Margery Sabin•**

A.B., Radcliffe College;  
A.M., Ph.D., Harvard University  
Associate Professor of English  
Class Dean

**Debby Lynn Samelson<sup>3</sup>**

B.A., City College of the City University of  
New York  
Instructor in Physical Education  
and Athletics

**Martin Sanchez-Jankowski**

B.A., Western Michigan University;  
M.A., Dalhousie University;  
Ph.D., University of California (San Diego)  
Assistant Professor of Political Science

**Elisabeth Scharlack<sup>3</sup>**

B.A., Wellesley College;  
M.A., University of Michigan  
Instructor in Art

**Alan Henry Schechter**

B.A., Amherst College;  
Ph.D., Columbia University  
Professor of Political Science

**R. Steven Schiavo**

B.A., Lehigh University;  
Ph.D., Columbia University  
Associate Professor of Psychology  
Director of Science Center

**Wynn Randy Schwartz**

B.S., Duke University;  
M.A., Ph.D., University of Colorado  
Assistant Professor of Psychology

**Lois Shapiro<sup>3</sup>**

B.Mus., Peabody Institute of Music;  
M.Mus., Yale University School of Music;  
D.Mus., Indiana University School of Music  
Instructor in Piano

**Burton David Sheppard<sup>3</sup>**

B.A., Johns Hopkins University;  
D.Phil., Oxford University;  
J.D., Boston College Law School  
Assistant Professor of Political Science

**Annemarie A. Shimony**

B.A., Northwestern University;  
Ph.D., Yale University  
Professor of Anthropology

**Alan Shuchat**

B.S., Massachusetts Institute of Technology;  
M.S., Ph.D., University of Michigan  
Associate Professor of Mathematics

**Randy Shull**

A.B., Humboldt State University;  
M.S., University of New Hampshire;  
A.M., Ph.D., Dartmouth College  
Assistant Professor of Mathematics

**Frederic W. Shultz**

B.S., California Institute of Technology;  
Ph.D., University of Wisconsin  
Associate Professor of Mathematics

**Heddi Vaughan Siebel**

B.F.A., Rhode Island School of Design;  
M.F.A., Yale University  
Assistant Professor of Art

**Susan S. Silbey<sup>3</sup>**

B.A., Brooklyn College;  
M.A., Ph.D., University of Chicago  
Assistant Professor of Sociology

**Jane Sjogren**

B.A., Barnard College;  
M.A., Stanford University  
Instructor in Economics

**Dennis Smith**

B.S., Ph.D., Loyola University  
Assistant Professor of Biological  
Sciences

**Elaine L. Smith<sup>3</sup>**

B.A., M.A., Wellesley College  
Laboratory Instructor in Chemistry

**Alexia Henderson Sontag**

B.A., Pacific Lutheran University;  
M.A., Ph.D., University of Minnesota  
Assistant Professor of Mathematics

**Ingrid Stadler**

B.A., Vassar College;  
A.M., Ph.D., Radcliffe College  
Professor of Philosophy

**George Stambolian<sup>•1</sup>**

B.A., Dartmouth College;  
M.A., Ph.D., University of Wisconsin  
Professor of French

**Lisa Standley**

B.S., M.S., Cornell University  
Instructor in Biological Sciences

**Raymond James Starr**

A.B., University of Michigan;  
M.A., Ph.D., Princeton University  
Assistant Professor of Greek and Latin

**Thomas Stehling**

B.A., Georgetown University;  
M.A., Ph.D., University of California (Berkeley)  
Assistant Professor of English

**Ann Kathryn Stehney<sup>•</sup>**

A.B., Bryn Mawr College;  
M.A., Ph.D., State University of New York  
(Stony Brook)  
Associate Professor of Mathematics

**Edward A. Stettner**

B.A., Brown University;  
M.A., Ph.D., Princeton University  
Professor of Political Science  
Associate Dean of the College

**Daniel Stillman<sup>3</sup>**

B.A., Brandeis University  
Assistant in Collegium Musicum

**Todd Thomas Straus**

B.A., M.A., University of Iowa;  
Ph.D., University of California (Berkeley)  
Assistant Professor of French

**Diana Strazdes<sup>3</sup>**

A.B., Vassar College;  
M.A., M.Phil., Yale University  
Instructor in Art

**Marcia Stubbs<sup>3</sup>**

B.A., M.A., University of Michigan  
Lecturer in English  
Director of Expository Writing

**Kathleen C. Swallow<sup>•</sup>**

B.S., Westhampton College, University of  
Richmond;  
Ph.D., Massachusetts Institute of Technology  
Assistant Professor of Chemistry

**H. Lee Sweeney<sup>3</sup>**

S.B., Massachusetts Institute of Technology;  
A.M., Harvard University  
Laboratory Instructor in Physics

**Frank Cochran Taylor II<sup>3</sup>**

B.A., Yale University  
Instructor in Organ

**Christine Temin<sup>3</sup>**

A.B., Bryn Mawr College;  
M.F.A., University of North Carolina  
Assistant Professor of Physical Education and  
Athletics



**Margaret D. Thompson**

A.B., Smith College;  
A.M., Ph.D., Harvard University  
Assistant Professor of Geology

**Lyn Tolkoff<sup>3</sup>**

B.A., Wellesley College;  
Ph.D., Yale University  
Lecturer in Music  
Assistant in Chamber Music

**Donald Town<sup>3</sup>**

Instructor in Physical Education  
and Athletics

**Robert F. Trent<sup>3</sup>**

B.A., Boston University;  
M.A., University of Delaware  
Lecturer in Art

**M. Jeanne Trubek**

A.B., Bryn Mawr College;  
M.S., Northeastern University  
Lecturer in Mathematics

**Nina Tumarkin**

B.A., University of Rochester;  
A.M., Ph.D., Harvard University  
Assistant Professor of History

**Luther Terrell Tyler, Jr.♦**

B.A., Southwestern University at Memphis;  
M.A., M.Phil., Ph.D., Yale University  
Assistant Professor of English

**Joyce Van Dyke**

B.A., Stanford University;  
M.A., Brandeis University;  
Ph.D., University of Virginia;  
Assistant Professor of English

**Steve Van Zoeren<sup>3</sup>**

B.A., University of Michigan;  
M.A., Harvard University  
Instructor in Chinese

**Linda Kent Vaughan**

B.S., M.A., Russell Sage College;  
Ph.D., Ohio State University  
Professor of Physical Education  
and Athletics

**Julie Vaverka<sup>3</sup>**

Instructor in Clarinet

**Tino Villanueva**

B.A., Southwest Texas State University;  
M.A., State University of New York;  
Ph.D., Boston University  
Assistant Professor of Spanish

**Glen Albert Walant<sup>3</sup>**

Instructor in Trombone

**Richard William Wallace**

B.A., Williams College;  
M.F.A., Ph.D., Princeton University  
Professor of Art

**Helen Wang♦**

B.A., University of Wisconsin;  
A.M., Ph.D., Harvard University  
Assistant Professor of Mathematics

**Margaret Ellen Ward**

B.A., Wilson College;  
M.A., Ph.D., Indiana University  
Associate Professor of German

**Lois Wasserspring<sup>3</sup>**

B.A., Cornell University;  
M.A., Princeton University  
Lecturer in Political Science

**Andrew C. Webb♦<sup>2</sup>**

B.Sc., Ph.D., University of Southampton  
Associate Professor of Biological  
Sciences

**Eleanor Rudd Webster♦**

B.A., Wellesley College;  
M.A., Mount Holyoke College;  
A.M., Ph.D., Radcliffe College  
Professor of Chemistry

**Dorothea J. Widmayer♦**

B.A., M.A., Wellesley College;  
Ph.D., Indiana University  
Professor of Biological Sciences

**Howard J. Wilcox**

B.A., Hamilton College;  
Ph.D., University of Rochester  
Professor of Mathematics

**Ernest H. Williams, Jr.**

B.S., Trinity College;  
M.A., Ph.D., Princeton University  
Assistant Professor of Biological  
Sciences

**Kenneth P. Winkler**

B.A., Trinity College;  
Ph.D., University of Texas (Austin)  
Assistant Professor of Philosophy

**Donald Lewis Wolitzer•**

B.S., State University of New York  
(Stony Brook);  
M.S., Ph.D., Northeastern University  
Assistant Professor of Mathematics

**Bela Wurtzler<sup>3</sup>**

Instructor in Double Bass

**Theresa C-H Yao**

B.A., Taiwan Normal University  
Lecturer in Chinese

**Claire Zimmerman**

B.A., Wellesley College;  
Ph.D., Radcliffe College  
Professor of Psychology

---

# Professors Emeriti

---

**Ruth Elvira Clark** Litt.D.  
Professor of French

**Mary Bosworth Treudley** Ph.D.  
Professor of Sociology

**Grace Elizabeth Howard** Ph.D.  
Associate Professor of Botany

**Edna Heidbreder** Ph.D.  
Professor of Psychology

**Ada May Coe** M.A.  
Professor of Spanish

**Louise Overacker** Ph.D.  
Professor of Political Science

**Jorge Guillén** Catedrático de Universidad  
Professor of Spanish

**Waclaw Jedrzejewicz**  
Associate Professor of Russian

**Helen Thayer Jones** Ph.D.  
Professor of Chemistry

**Ella Keats Whiting** Ph.D.  
Professor of English and Dean

**Mary Lellah Austin** Ph.D.  
Professor of Zoology

**Grace Ethel Hawk** B.Litt. (Oxon.)  
Professor of English

**Lucy Winsor Killough** Ph.D.  
Professor of Economics

**Magdalene Schindelin** Ph.D.  
Associate Professor of German

**Dorothy Mae Robathan** Ph.D.  
Professor of Latin

**Agnes Anne Abbot**  
Professor of Art

**Eva Elizabeth Jones** Ph.D.  
Professor of Zoology

**Edith Brandt Mallory** Ph.D.  
Professor of Psychology

**Evelyn Faye Wilson** Ph.D.  
Professor of History

**Teresa Grace Frisch** Ph.D.  
Professor of Art and Dean of Students

**Dorothy Heyworth** Ph.D.  
Professor of Physics

**Margaret Elizabeth Taylor** Ph.D.  
Professor of Latin

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Associate Professor of German

**Louise Wilson Roquemore** Ph.D.  
Professor of Biology

**Eleanor Milton Tenney** B.A.  
Director of Residence

**Walter Edwards Houghton** Ph.D.  
Professor of English

**Barbara Philippa McCarthy** Ph.D.  
Professor of Greek

**Mary Ruth Michael** Ph.D.  
Professor of English

**Ernest Rene Lacheman** Ph.D.  
Professor of Religion and Biblical Studies

**Sylvia Leah Berkman** Ph.D.  
Professor of English

**Herbert Morrison Gale** Ph.D.  
Professor of Religion and Biblical Studies

**Delaphine Grace Rosa Wyckoff** Ph.D.  
Professor of Bacteriology

**Hannah Dustin French** M.S.  
Research Librarian, Special Collections

**Virginia Onderdonk** B.A.  
Professor of Philosophy

**Virginia Fleming Prettyman** Ph.D.  
Professor of English

**Thelma Gorfinkle Alper** Ph.D.  
Professor of Psychology

**Hubert Weldon Lamb** A.B.  
Professor of Music

**Harriet B. Creighton** Ph.D.  
Professor of Botany

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Professor of Astronomy

**Germaine Lafeuille** Ph.D.  
Professor of French

**Justina Ruiz-de-Conde** Ph.D.  
Professor of Spanish

**Elizabeth Frisch**  
Associate Professor of Art

**Richard Vernon Clemence** Ph.D.  
Professor of Economics

**Virginia M. Fiske** Ph.D.  
Professor of Biological Sciences

**Owen S. Stratton** Ph.D.  
Professor of Political Science

**Mary E. Bradley** Ed.D.  
Associate Professor of Education

**Ruth Deutsch** M.A.  
Lecturer in German

**Helen Margaret Brown** M.S.  
Librarian

**Janet Guernsey** Ph.D.  
Professor of Physics

**Lucetta Mowry** Ph.D.  
Professor of Religion and Biblical Studies

**Grazia Avitabile** Ph.D.  
Professor of Italian

**Fred Denbeaux** S.T.M.  
Professor of Religion and Biblical Studies

**Edward Gulick** Ph.D.  
Professor of History

**Alice Schafer** Ph.D.  
Professor of Mathematics

**Helen Storm Corsa** Ph.D.  
Professor of English

**Katherine Lever** Ph.D.  
Professor of English





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Administrative Assistant

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Vice President, College Relations

**Trixie G. Stetson**  
Administrative Assistant

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**Carolyn Harmon Scott**  
Manager, Information Bureau

**Steven A. Russo** B.A.  
Press Officer

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Dean of the College  
Professor of Philosophy

**Edward A. Stettner** Ph.D.  
Associate Dean of the College  
Professor of Political Science

**Mary Lorantos**  
Secretary to the Dean of the College

**Ruth Anne Nuwayser** M.A.  
Assistant to the Dean of the College,  
Faculty Appointments

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Director of Audiovisual Services and  
Language Laboratory

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Software Analyst

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Courseware Specialist

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**Eleanor Adams Gustafson** M.S.  
Librarian

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The National Development Fund Committee sets policy and provides leadership for all efforts to seek voluntary financial support of the College. Wellesley welcomes all gifts in support of its educational and charitable missions. The generous contributions of alumnae, friends, and parents provide the means by which the College is able to maintain the standards of excellence which are the hallmark of a Wellesley education.

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# Travel Instructions

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## If you arrive by plane:

### MBTA (subway)

Take the shuttle bus (50¢) at the terminal to the Airport MBTA stop, then take an inbound car to Government Center (MBTA Blue Line) (75¢). Go upstairs and change to a car marked "RIVERSIDE-D" on the Green Line. Get off at Woodland (the second-to-last stop).

From there you have two options;

- (1) Take the bus marked "Framingham via Wellesley" (it leaves Woodland at 15 minutes past the hour) and ask the driver to let you off at Wellesley College (50¢). The bus will stop in front of Cazenove Hall, a short walk from Green Hall.

- (2) Take a taxi (\$7.00). If necessary, call Wellesley Community Taxi at 235-1600.

Allow about two hours for the trip to the College from the Airport by public transportation. Be sure to have plenty of change! Exact fare is required on bus and subway systems.

### Taxi

The taxi cost from Logan Airport is \$22.10 if you call the following number when you arrive to arrange a pick-up. (There is a small additional charge when more than three people share a cab) Wellesley Community Taxi Service/7:00 a.m.-11:00 p.m./235-1600. (Other taxi arrangements will cost substantially more.)

## If you arrive by train:

Get off at SOUTH STATION. Take the Red Line to Park Street (75¢). Change to a car marked "RIVERSIDE-D" on the Green Line and get off at Woodland. Follow the above directions from Woodland to the College.

## If you arrive by bus:

### Greyhound

Get off the bus at the RIVERSIDE terminal (a stop prior to Boston). From there, take a taxi to Wellesley College (\$7.00). If necessary, call Wellesley Community Taxi at 235-1600.

### Trailways & Peter Pan

Get off at the FRAMINGHAM/NATICK terminal—Speen Street (a stop prior to Boston). From there, take a taxi to Wellesley College (\$7.00). If necessary, call Wellesley Community Taxi at 235-1600.

## If you drive:

### From the West

Take the Massachusetts Turnpike to the Weston Exit. Then go south on Route 128 for one-half mile to the Route 16 Exit. Follow Route 16 West to the entrance to the College, opposite the golf course (you will drive through the Town of Wellesley).

### From the East

Take the Massachusetts Turnpike to the West Newton Exit. Follow Route 16 West to the entrance to the College, opposite the golf course (you will drive through the Town of Wellesley).

### From the North

Take Route 128 South to Route 16 West Exit. Follow Route 16 West to the entrance to the College, opposite the golf course (you will drive through the Town of Wellesley).

### From the South

Take Route 128 North to the Route 16 West Exit. Follow Route 16 West to the entrance to the College, opposite the golf course (you will drive through the Town of Wellesley).

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